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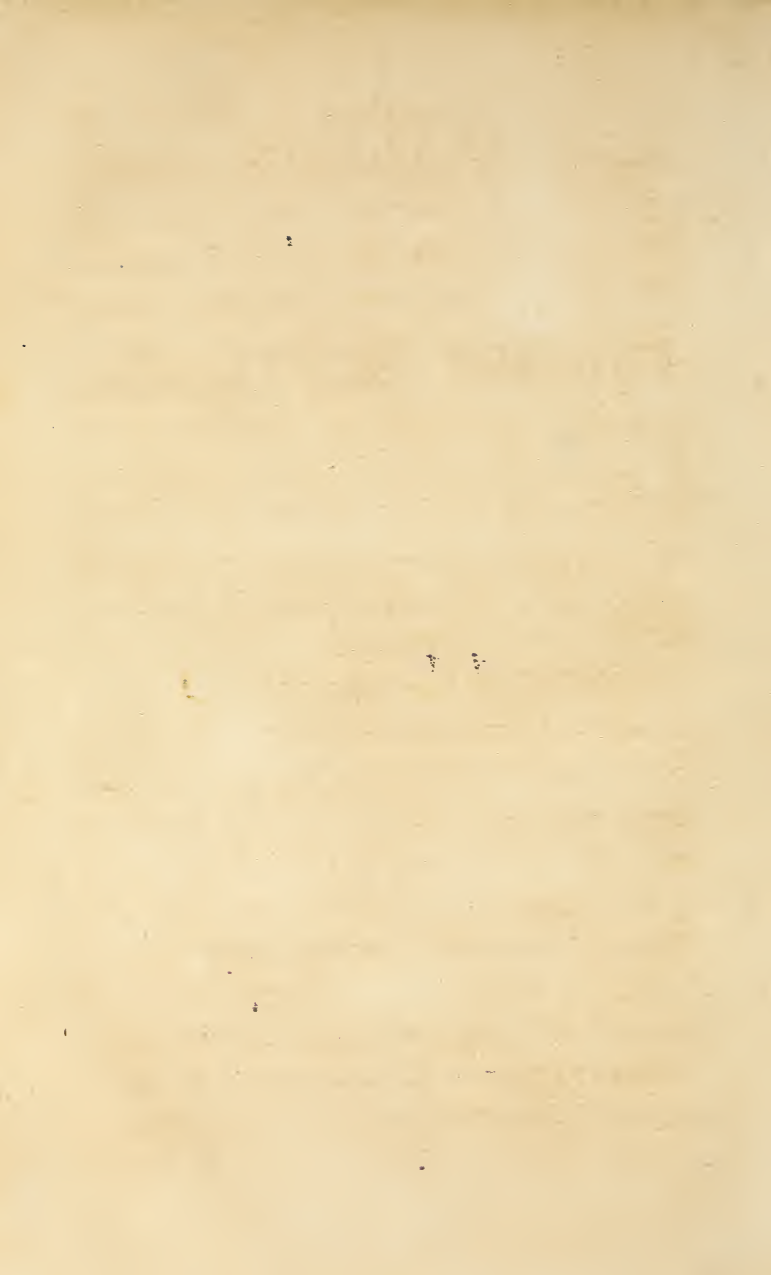


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ANALYSIS
OF THE
ENGLISH SENTENCE,
DESIGNED FOR ADVANCED CLASSES
IN
ENGLISH GRAMMAR.

BY A. S. WELCH, A. M.

PRINCIPAL OF MICHIGAN STATE NORMAL SCHOOL.

SECOND EDITION.

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P R E F A C E.

THIS treatise, designed for advanced classes in English Grammar, is given to the public with the hope that it may contribute somewhat to the philosophical study of our language. A systematic analysis of the English Sentence, should hold a prominent rank, merely as an important means of mental development. In this respect no branch of study has been regarded so dry and sterile. A few years ago the attainments of most teachers in grammar were, to the last degree, superficial, and their instructions systematically wrong. The student of Kirkham supposed that his order of parsing exhausted the subject, and the disciple of Murray knew far more of rules than relations. English Grammar became distasteful and repulsive, because

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it furnished no genuine mental aliment. A hard nomenclature and a host of numbered rules were obstacles which very few fairly surmounted, and young pupils turned with disgust, from mere verbal recitations which gave exercise to the memory only.

But we are happy in the fact that this state of things is gradually changing. Led by eminent grammarians, teachers are beginning to give less attention to old formulas, and more to the philosophy of language; and the day cannot be far off when a thorough knowledge of the structure of the English Sentence, can be gained from English grammars.

If the following system shall aid, in any degree, so important a reform, its object will be accomplished. Its principal aim is to remedy the defects of the old grammars, by a more simple and just classification. Accordingly, we have changed the old nomenclature whenever it was inadequate or meaningless; yet no innovations have been made without the most serious and urgent reasons.

In completing our task, we have been influenced neither by a love of novelty, on the one hand, nor on the other, by a foolish attachment to time-honored errors.

Whatever is new in our system, has received the unanimous sanction of numerous Teachers' Institutes, and the entire system has been thoroughly tested by teaching it to advanced classes in the State Normal School.

It is earnestly hoped that every Teacher who peruses this work, will desire to find the truth, rather than a confirmation of his own peculiar views, and that he will condemn no *part* without a careful examination of the *whole*.

We gratefully acknowledge our obligations to Mr. Sill, of the State Normal School, for important aid in preparing the work for the press, and we give our thanks to numerous friends who have kindly expressed an interest in its publication.

MICHIGAN STATE NORMAL SCHOOL, }
YPSILANTI.

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ANALYSIS

OF

THE ENGLISH SENTENCE.

INTRODUCTION.

SYNTHESIS AND ANALYSIS OF A SENTENCE.

SYNTHESIS, as a method of instruction, is the uniting of elements to form an example of a general truth.

By a process of synthesis, we take elements or single things and join them, one by one, until we obtain a *whole* which constitutes a species. Thus, in mechanics, we put together, according to a certain order, various wheels and levers, and a machine (a watch for instance) is the result. In geometry, we unite individual lines, and figure is the consequence. In orthography, we combine the elementary sounds to form words.

The synthetical process, on account of its simplicity, is the best method of giving instruction to the young.

It will be our object in this article, to show how

synthesis can be applied in teaching the structure of an English Sentence.

Beginning with the Subject and Verb, we will unite successively the elements of which a sentence is composed. Let us select, for the first element, the word *man*. Standing thus alone this word has its widest signification. We will make it the subject of a sentence by uniting it with another word which shall declare or affirm something : thus,—*man maintains*. Here the word *man* is made the subject by the word *maintains* ; for *the Subject is that of which something is declared or affirmed* : and *maintains* is a VERB ; for *a Verb is a word which affirms something of the subject*.

But *maintains* is a verb transitive or such a verb as requires the addition of another element to complete the sentence.

This element is called the *Object*.

Add the word *opinion*, and we have the three essential elements of a sentence, viz., *man maintains opinion*.

A Sentence is a group of elements expressing a thought.

As the sentence before us makes sense in itself, we will name it an *Independent or Principal Sentence* : It is also *transitive*.

A Transitive Sentence is one whose verb is transitive.

But farther, the words in the example before us,

as it now stands, have their most unlimited meaning, so that, as yet the sense is very indefinite. The word *man* is synonymous with *mankind*, including in its meaning the whole human race. The verb *maintains* is limited only by its object, and the noun *opinion* has its most extensive signification, viz., any judgment of the mind. Now we can limit each of these elements by the use of *adjuncts*, so as to make the sentence the vehicle of a distinct and definite idea.

An Adjunct is a word, phrase, or sentence, used to limit or modify a word.

If the word *A* be placed before *man*, as, *A man*, its application is limited from the whole human race, to a single individual. This word *A*, is therefore an *adjunct* and moreover an *adnominal* word.

All adjuncts used to limit or modify a noun or pronoun, are called Adnominal Adjuncts.

The subject may be farther limited by an *adjunctive phrase*.

A Phrase is an element usually composed of a noun or pronoun and its connective.

Let the noun *learning* be the essential part of a phrase, connected to the subject *man*, by the word *of*; thus, *A man OF LEARNING: of learning* is a phrase used to limit the subject *man*, and give it a still more definite sense. It is farther an *ADNOMINAL PHRASE* because it is connected to a noun.

Attending now to a little word *of*, we find that it is used to connect the adjunct *learning* to the word *man*; it is, therefore, called a *secondary connective*.

A Secondary Connective connects an adjunctive phrase or sentence to a word.

Of joins a phrase to a noun, and is, therefore, an *adnominal connective*.

A Secondary Connective is Adnominal when it connects a phrase or sentence to a noun or pronoun.

The subject may be limited still farther. We have affected its meaning by two adnominal adjuncts, viz., a *word* and a *phrase*. We will now employ, for the same purpose, an *adnominal sentence*. Let the subject of this new sentence be *who*; the verb, *has studied*; and the object, the noun *subject*, which we will limit by the adnominal word *the*, and there results the sentence *who has studied the subject*. Connect this sentence to the noun *man* by the word *who*, and it reads as follows: *A man of learning who has studied the subject*: But *who has studied the subject*, since it does not make sense alone, is a *dependent sentence*.

A Dependent Sentence is one which does not make sense in itself.

And since it is used to limit a noun, it is an *adnominal sentence*.

A Sentence is Adnominal when it is used to limit a noun or pronoun.

This dependent adnominal sentence is also transitive: we name it, therefore, a *dependent adnominal transitive sentence*.

Attending next to the pronoun *who*, we perceive that it not only performs the office of a subject, but also connects the sentence *who has studied the subject*, to its antecedent.

A Relative Pronoun always connects the sentence in which it stands, to its antecedent, and is therefore always a secondary adnominal connective.

We have now limited the subject of the independent sentence by three adnominal adjuncts, viz., a *word*, a *phrase*, and a *sentence*.

The verb *maintains*, also, may be limited by similar adjuncts:

First; by a word, as, *promptly maintains*.

Secondly; by a phrase. Let the noun *confidence* constitute the essential part, and *with*, its connective: thus, *maintains promptly and with confidence*: here *promptly* is an *adverbial word*, and *with confidence*, since it limits a verb, is an *adverbial phrase*.

An Adverbial Adjunct is a word, phrase, or sentence, which limits any word which an adverb may qualify.

The word *and*, since it connects two elements of the same kind, (*promptly* AND *with confidence*), is called a *co-ordinate connective*.

A Co-ordinate Connective connects similar elements in the same grammatical relation.

In the adverbial phrase, *with* connects the adjunct *confidence* to the word *maintains*. It is therefore a *secondary connective*, and because it connects *confidence* to a verb, it is called a *secondary adverbial connective*.

Thus modified the sentence reads, as follows: *A man of learning who has studied the subject, maintains promptly and with confidence opinion*. The object *opinion* is still indefinite. We may limit its signification, first, by an *adnominal word*, as *THE opinion*; secondly, by a *sentence in apposition*. Select for the subject of this new sentence, the noun *Francis*; for the verb, *was*; for a *noun in the predicate*, *AUTHOR*; and we have a *neuter sentence*, viz., *Francis was author*.

A Neuter Sentence is one whose verb must be followed by an adjunct of the subject to complete the predicate.

Let *author* be limited by the adnominal word *the*, and also by the adnominal phrase *of letters*, and there results the expression *the author of letters*. *Of* is a secondary adnominal connective, because it connects an adjunct to a *noun*.

If we limit the noun *letters*, by the possessive adnominal word *Junius'*, we have the expression *the author of Junius' letters*. The sentence now stands thus, *Francis was the author of Junius' letters*. This sentence may be connected to *opinion* by the word *that*, as follows: *the opinion THAT Francis was the author of Junius' letters*. From a preceding definition, it is now

a *dependent adnominal sentence*, and the word *that* which connects it to *opinion*, is a *secondary adnominal connective*.

Modified in this manner, the independent sentence now stands, as follows: *A man of learning who has studied the subject, maintains promptly and with confidence, the opinion that Francis was the author of Junius' letters.*

ANALYSIS is the *opposite* of synthesis.

As a method of instruction, it consists in separating, one by one, the *parts* of which any *whole* is composed, for the purpose of showing their nature, their relations to each other, and how they are united to form the *whole* under consideration.

Thus, if we exhibit the structure of a watch by separating its wheels, one by one, and pointing out their relation to each other, we use the analytical method of instruction.

In grammar, analysis consists in resolving a sentence, by a regular method, into its elements, and showing their various relations.

Take, for example, the sentence which we have formed synthetically.

A man of learning who has studied the subject, maintains, promptly and with confidence, the opinion, that Francis was the author of Junius' letters.

The method is, as follows :

The subject of the independent sentence is *man*, because it is *that of which something is affirmed*.

Maintains is the verb—a word that affirms something of the subject.

Opinion is the object, used to complete the sense of the transitive verb *maintains*.

The sentence *man maintains opinion*, is an *independent transitive sentence*—independent—it makes sense in itself; transitive—it requires the addition of an object to complete the sense of the verb.

Has the subject any *adjuncts*?

The subject is limited by three adjuncts.

First; by *A*—an *adnominal word*.

Secondly; by *of learning*—an *adnominal phrase*. The word *of* connecting the noun *learning* to *man*, is a *secondary adnominal connective*.

Thirdly; by a *sentence*. Subject—*who*; verb—*has studied*; object—*subject*—a *dependent sentence*—it does not make sense in itself; *adnominal*—it limits a noun; *transitive*—it requires an object. We name it, therefore, a *dependent, transitive, adnominal sentence*. The subject and verb have no adjuncts: the object is limited by *the*—an *adnominal word*: *who* is not only the subject but also connects the sentence *who has studied the subject* to *man*. It is then a *secondary adnominal connective*.

A *Relative Pronoun* always connects the sentence in which it stands, to its antecedent.

We have now found by analysis, that the subject is limited by three adnominal adjuncts, viz., *a word*, *a phrase*, and *a sentence*.

What are the adjuncts of the verb?

The first is an adverbial word—*promptly*.

The second is the phrase *with confidence*, called *adverbial* because it limits a verb. The word *and* which connects the two elements *promptly* and *with confidence*, is a *co-ordinate connective*, since it connects adjuncts *in the same grammatical relation*. *With* is a *secondary adverbial connective* joining its phrase to the verb *maintains*.

What are the adjuncts of the object?

The first is *the*—an *adnominal word*.

The second is a sentence in apposition; connective—*that*; subject—*Francis*; verb—*was*; adjunct in the predicate—*author*: *A dependent, neuter, adnominal sentence*.

That is a secondary adnominal connective uniting the sentence *Francis was author*, to the noun *opinion*.

The adjuncts of the noun in the predicate, are—

First; *the*—an *adnominal word*.

Secondly, the adnominal phrase *of letters*, connected to *author* by the secondary adnominal connective *of*.

Junius' is an *adnominal word* limiting *letters*.

CHAPTER I.

OF GRAMMATICAL ELEMENTS.

1. A Grammatical Element is a *a word* or *group of words* which performs a distinct office in language.

2. the English Language has three Elements: the *word*, the *phrase*, and the *sentence*.

OF WORDS.

3. A Word is an *articulate sound* or a *combination of articulate sounds* represented by letters and forming the simplest grammatical element.

4. A Word, when used as one of the parts which are indispensable in forming a sentence, is called an *essential element of the sentence*.

EXAMPLES :—*God created the Heavens.*
He takes exercise.

5. When a word is joined by a connective to another word which it limits, it is called the *essential element of a phrase*.

EXAMPLES :—*Man in TROUBLE.*
Sailor at HOME.
Placed on ACCOUNT.
Send to HIM.

NOTE.—TROUBLE, HOME, ACCOUNT, and HIM are the essential elements of phrases.

6. The essential element of a phrase is always either a *noun* or some *substantive element*.

7. When one word is used to limit or modify another, it is called an *adjunct of the word which it limits*.

8. As an adjunct, a word is either *adnominal* or *adverbial*.

9. An **Adnominal Word* limits a *noun* or *pronoun*.

EXAMPLES :—*Good men.*

Webster's Works.

Rolling Suns.

Peter the Hermit.

10. The adnominal word must be a *noun* or *pronoun* *possessive*, a *noun* in *apposition*, an *adjective*, or a *participle*.

11. The *Adverbial Word* or *Adverb* limits a *verb*, a *participle*, an *adjective*, or another *adverbial word*.

EXAMPLES :—*The condemned received his sentence quite calmly.*

A very swift horse.

He fell fighting valiantly.

12. When a word is employed to unite the elements of language, it is called a *connective*.

OF PHRASES.

13. A *Phrase* is an element composed of a *noun* or

* The term *Adnominal* applies to all the elements that limit a *noun* or *pronoun*. The necessity of a new term for this purpose, will appear hereafter.

pronoun and its connective, and generally used to limit a word. A phrase composed of a verb infinitive and its connective, is frequently made the subject of a sentence or the object of a transitive verb or participle.

NOTE.—When the verb infinitive or participle becomes the essential element of a phrase, it is a *verbal noun*.

14. Phrases are *nominal, adnominal, or adverbial*.

15. A Phrase which is the subject of a sentence or the object of a transitive verb or participle, is called a *Nominal Phrase*.

EXAMPLES :—*To retreat* was death.
The captive chose *to die*.
Wishing *to succeed*.

NOTE.—The essential element of a nominal phrase is always a verb in the infinitive mode.

16. A Phrase which limits a *noun or pronoun*, is called an *Adnominal Phrase*.

EXAMPLES :—Men *of rank*.
Girls *at home*.
Who *of you* ?
One *with them*.

17. A Phrase limiting a *verb, adjective, participle or adverbial word*, is called an *Adverbial Phrase*.

EXAMPLES :—Come *with me*.
We took him *on trust*.
Clinging *to life*.
Dead *in sin*

OF THE SENTENCE.

18. A Sentence is a *group of elements expressing a thought*. It consists of either two or three elements, the number depending on the nature of the verb.

19. Sentences are *transitive, intransitive, or neuter*.

20. A Transitive Sentence is composed of three elements, viz., *subject, the verb transitive, and the object*.

EXAMPLES :—*God created man.*

The farmer ploughs his fields.

21. An Intransitive Sentence is composed of two elements, viz., the *subject* and a *verb intransitive*.

EXAMPLES :—*Trees grow.*—*Clouds fly.*—*We live.*

22. A Neuter Sentence is composed of three elements, viz., the *subject, the verb neuter, and an adjunct of the subject in the predicate*.

EXAMPLES :—*William is studious.*—*The stranger was dying*

NOTE.—The Predicate is *that which is affirmed of the subject*. In the transitive sentence, it is made up of the *verb* and its *object*: in the intransitive sentence, it is merely the *verb*; in the neuter sentence, it includes the *verb* and an *adjunct of the subject*. The verb of the neuter sentence is, usually, some variation of the neuter verb *to be*. Careful distinction should however be made between the neuter verb *to be*, and the neuter sentence, as the latter may contain any verb whose sense is completed by an *adjunct of the subject*.

EXAMPLES :—*William seems studious.*

NOTE.—The verb *to be* is sometimes intransitive, denoting *existence* simply.

EXAMPLE :—*God is.*

23. Sentences are either *independent* or *dependent*.

24. An Independent Sentence is one *which makes complete sense in itself*.

EXAMPLES :—Homer wrote the *Iliad*.

Cæsar subdued Gaul.

Go thou.

The sense of these sentences is complete as they stand.

25. A Dependent Sentence is *one that does not make sense in itself* but depends upon the word which it limits.

EXAMPLES :—Printing was unknown *when Homer wrote the Iliad*. The Sentence *Homer wrote the Iliad*, is rendered dependent by the word *when* which connects it to *unknown*.

If I go.

Though he falls.

Unless they perform their promise.

26. Dependent sentences are *nominal*, *adnominal*, or *adverbial*.

27. A dependent sentence is *nominal* when used as the subject of a sentence or the object of a transitive verb or participle.

EXAMPLES :—*That you have wronged me* doth appear in this.

A messenger came saying *that the army was defeated*.

I say *that you are wrong*.

28. A dependent sentence is *adnominal* when employed to limit a noun or pronoun.

EXAMPLES :—He *who runs*, may read. *Who runs* is used to limit the pronoun *he*; it is, therefore, a dependent adnominal sentence.

The fact *that a theft was committed*, was evident.

29. A dependent sentence is *adverbial* when employed to limit a verb, a participle, an adjective, or an adverbial word.

EXAMPLES :—Rise *when the day dawns*.

There *where all are free*.

Fierce *as a tiger (is fierce)*.

He appeared fighting *where his enemies were thickest*.

OF CONNECTIVES.

30. Connectives are words *which unite the elements of language*.

31. Connectives are either *co-ordinate* or *secondary*.

32. A *Co-ordinate Connective* unites elements in the same grammatical relation.

33. A *co-ordinate connective* may connect *two or more nouns which are subjects of the same sentence*.

EXAMPLES :—*Men, women, AND children* trudged on together.

The *father AND the son* are alike guilty.

NOTE.—When a *co-ordinate connective* unites more than two elements it usually stands between the last two.

34. A *co-ordinate connective* may unite *two or more nouns which are objects of the same verb*.

EXAMPLES :—God created the *Heavens AND the Earth*.

I have forsaken *friends, kindred, AND country*.

34. A co-ordinate connective may connect *two or more verbs having the same subject*.

EXAMPLES :—The noble animal *reared, sprang forward, AND cleared* the ditch.

The Athlete will *fight, box, OR wrestle*.

35. A co-ordinate connective may connect *two or more adnominal words limiting the same noun or pronoun*.

EXAMPLES :—A man *pious AND plain*.

Wearied BUT not disheartened we followed the guide.

He died *exiled, deserted, AND disgraced*.

A soldier *listed* in Messiah's band *YET giving* quarter to Abaddon's troops.

Gentle YET not dull.

Hear what they were, the progeny of Sin, *alike AND oft combined BUT differing* much in mode of giving pain.

36. A co-ordinate connective may connect *two or more adverbial words*.

EXAMPLES :—*Slowly AND sadly* we laid him down.

They have done this *not hastily, NOR rashly, NOR unadvisedly*.

They fought like brave men *long AND well*.

37. A co-ordinate connective may unite *two or more nominal phrases which are subjects of the same sentence or objects of the same verb or participle*.

EXAMPLES :—The mountebank *pretends to foretell events AND to heal* diseases.

Desiring to defeat his enemies AND to extend his dominion.

38. A co-ordinate connective may connect *two or more adnominal phrases limiting the same noun or pronoun.*

EXAMPLES :—Do you choose enmity *with God* or *with man* ?

A desire *to gain honor* AND *to win applause.*

39. A co-ordinate connective often connects *two or more adverbial phrases in the same construction.*

EXAMPLES :—Her sister plants *in their own clime, around the stream*
AND *by the fount,* bore fruit of perfect relish.

At this same hour AND *on this spot,* ten years ago, I addressed you.

With radiant glory AND *with honor* crowned.

40. A co-ordinate connective may connect *two or more dependent nominal sentences which are subjects of the same sentence or objects of the same verb or participle.*

EXAMPLES :—William well knew *that the crown must ultimately descend to him,* AND *that he should receive it unimpaired.*

A messenger came saying *that the chief was dead,* AND *that his wife was distracted with grief.*

I do not know *whence he comes* NOR *where he dwells.*

41. A co-ordinate connective may connect *two or more dependent adnominal sentences limiting the same noun or pronoun.*

EXAMPLES :—He reported the news *that the ship was lost* AND *that all the passengers were drowned.*

The room *where he wrote* AND *where he received his friends.*

42. A co-ordinate connective may connect *two or*

more dependent adverbial sentences limiting the same word.

EXAMPLES :—Come *when* the blessed *scals* that close the pestilence are broke AND crowded cities *wail* its stroke.

Let us strive to live *as God directs* AND conscience dictates.

43. A co-ordinate connective may connect *two or more independent sentences.*

EXAMPLES :—Thus *said* the father, AND the son *beloved arose* resplendent with divinity.

The Queen *smiled* BUT the King *frowned.*

Shaftsbury *argued* for the bill, *Halifax* chiefly *conducted* the debate against it, AND his *speeches* showed great capacity.

OF SECONDARY CONNECTIVES.

44. A *Secondary Connective* is a word which unites a *phrase or a dependent sentence to the word which it limits.*

EXAMPLES :—A man OF honor.

A desire TO live.

He WHO perseveres.

The bandit approached the place WHERE we stood.

45. Secondary connectives are either *adnominal or adverbial.*

46. A secondary connective is called *adnominal* when it connects a phrase or a dependent sentence to a noun or pronoun.

47. A secondary adnominal connective may connect *an adnominal phrase to the noun or pronoun which it limits.*

EXAMPLES :—The field *of blood*.

A judge *in court*.

An agreement *in writing*.

A wish *to improve*.

A determination *to succeed*.

48. A secondary adnominal connective may connect an *adnominal sentence to the noun or pronoun which it limits*.

EXAMPLES :—A rumor *that all was lost* came to our ears.

The fact *that our guide was a scoundrel* was at last proved.

“The captive prophet *whom Jehovah gave*

The future *years* described it best.”

A plain slab marks the spot *where he sleeps*.

“Knowest thou the land *where the cypress and myrtle*
Are emblems of deeds that are done in their clime.”

49. A secondary connective is called *adverbial* when it connects a phrase or dependent sentence to a verb, adjective, participle, or adverb.

EXAMPLES :—Let me die *where my fathers died*.

He groaned *with unutterable anguish*.

The tower tottered *under the weight*.

The workmen struck *for higher wages*.

50. A secondary adverbial connective may connect an *adverbial phrase to the word which it limits*.

EXAMPLES :—The earth abounded much *in silent waste*.

A seraph kneeled beseeching *for his ward*.

Good *for nothing*.

Conflicting *against itself*.

By his own *hand* he fell.

Striving *for the mastery*

51. A secondary adverbial connective may unite a *dependent adverbial sentence to the word which it limits.*

EXAMPLES :—AFTER the *storm had ceased* we found the shore.

WHEN *youth complained* the ancient sinner shook his hoary head.

It shall be done, FOR the *mouth of God hath spoken it.*

The fruit was so delicious THAT *it melted* in the mouth.

52. A secondary adverbial connective may connect a *nominal phrase or sentence to a transitive verb or participle of which it is the object.*

EXAMPLES :—Peter denied THAT *he knew his Lord.*

The old man predicted WHEN *it would rain.*

The broken-hearted sufferer desired TO *die.*

He did not understand WHY *I did it.*

All sentences are	{	Independent	{	Transitive, Intransitive or Neuter.	
		or	{	Transitive, Intransitive or Neuter.	{
	{				Nominal, Adnominal or Adverbial.

ESSENTIAL ELEMENTS OF THE ENGLISH SENTENCE.

Transitive.		Intransitive.		Neuter.	
Subject.	{ Word, Phrase, Sentence.	Subject.	{ Word, Phrase, Sentence.	Subject.	{ Word, Phrase, Sentence.
Verb.	Word.	Verb.	Word.	Verb.	Word.
Object.	{ Word, Phrase, Sentence.			Adjunct in Predicate	{ Word, Phrase, Sentence.

Adjuncts may be classified as	{	Words,	{	Adnominal	{	When limiting a <i>noun</i> or <i>pronoun</i> .	
			{	or	{		
				{	Adverbial.	{	When limiting a <i>verb</i> , <i>adjective</i> , <i>participle</i> , or <i>adverb</i> .
	{	Phrases, and	{	Adnominal	{	When limiting a <i>noun</i> or <i>pro-</i> <i>noun</i> .	
			{	or	{		
				{	Adverbial.	{	When limiting a <i>verb</i> , <i>parti-</i> <i>ciple</i> , <i>adjective</i> , or <i>adverb</i> .
	{	Sentences.	{	Adnominal	{	When limiting a <i>noun</i> or <i>pro-</i> <i>noun</i> .	
			{	or	{		
			{	Adverbial.	{	When limiting a <i>verb</i> , <i>parti-</i> <i>ciple</i> , <i>adjective</i> , or <i>adverb</i> .	

All connectives are	{	Co-ordinate or Secondary.	{	Adnominal,	{ When they connect to a <i>noun</i> or <i>pronoun</i> .
				or	
				Adverbial.	{ When they connect to a <i>verb</i> , <i>participle</i> , <i>adjective</i> , or <i>adverb</i> .

SYNOPSIS OF THE ENGLISH SENTENCE.

SUBJECT.	PREDICATE.	
	TRANSITIVE SENTENCES.	
	<i>Verb.</i>	<i>Object.</i>
Wind To learn That you are here Cato Mortals	overturns delights satisfies chose desire	trees. me. us. to die. that they may live.
Word as subject. Phrase as subject. Sentence as subject. Word as subject. Word as subject.		Word as object. Word as object. Word as object. Phrase as object. Sentence as object.
SUBJECT.	INTRANSITIVE SENTENCES.	
	<i>Verb.</i>	
God That you have wronged me	lives. appears (in this.)	
Word as subject. Sentence as subject.		
SUBJECT.	NEUTER SENTENCES.	
	<i>Verb.</i>	
	<i>Adjunct in Predicate.</i>	
Men To fight How he escaped I (The) fact	are seems was am is	mortal. shameful. (a) wonder. in the house. that he lied.
Word as subject. Phrase as subject. Sentence as subject. Word as subject. Word as subject.		Word as adjunct in predicate. Word as adjunct in predicate. Word as adjunct in predicate. Phrase as adjunct in predicate. Sentence as adjunct in predicate.

CHAPTER II.

OF THE SUBJECT.

1. The *Subject* of a sentence is an element of which something is asserted affirmed, or expressed.

In the example,

“Before Granada’s fated walls the Spanish *army* lay,”

army is the word of which something is affirmed, and *lay* is the word that affirms it.

2. The subject may be a *word*, a *phrase*, or a *sentence*.

EXAMPLES :—The *Creator* loves his creatures.

To err is human.

That James was a tyrant, appears from his acts.

3. Any element used as the subject of a sentence is called *nominal*.

4. A nominal word, used as the subject of a sentence, may be a *noun*, a *pronoun*, or a *participle*.

5. One or more nouns may be used as the subject of a sentence.

EXAMPLES :—The *vessel* cleaves the wave.

The *night* and the *storm* are upon us.

NOTE (a).—Since the properties of nouns are well known to the advanced pupil, we shall not dwell upon them. In defining these properties,

the word *case* is superfluous. It adds to the nomenclature of grammar without giving any aid in studying the construction of the language. *Case* is a change in the *termination* or *form* of a noun or pronoun, to indicate a change of relation to other words. Now, in English, the noun has no change of termination except to show the possessive relation. But the apostrophe (') or the apostrophic ('s,) which indicates the relation of ownership, renders the *noun possessive the adjunct of the noun possessed*. We have, therefore, classed it with the adjuncts of the noun and pronoun. The words *subject* and *object* fully express the relations of a noun as the subject of a sentence or the object of a transitive verb or a participle.

6. The subject does not always stand before the verb. Frequently the usual order is inverted for *poetic measure, euphony, or vivacity*.

EXAMPLES :—All golden *is* the plain with wheat.

“When like a crag down Apennine

Rushed Auster through the fray.”

7. The *subject* may be a *pronoun personal, relative, or adjective*.

EXAMPLES :—*I* write.

The stone *which* was torn from the mountain.

Many obeyed the command.

THE PERSONAL PRONOUN AS SUBJECT.

8. The *Personal Pronoun* is called *personal* because its form is varied to indicate the *person* of the noun for which it stands. If, for example, the noun represented is the *person speaking*, the pronoun *I* will not only stand for it, but will also indicate that it is the *first person*. So *thou* and *you* invariably stand for the names of the *persons addressed*, thus indicating that the nouns represented are in the *second person*.

9. The pronouns *thou* and *you* represent nouns in both genders. No change in the form of the word, is necessary to show distinction of sex, since the objects are present and supposed to be known; but the objects represented by the pronouns of the *third person*, are for the most part absent; hence the necessity that these pronouns should show not only the person of the noun but also its gender. From this necessity have arisen the forms *he*, *she*, and *it*.

10. In other respects the personal pronoun is very convenient on account of its flexibility. The forms, *I*, *thou*, *he*, *she*, *it*, *him*, *her*, &c., represent nouns in the singular number, but if the noun represented be plural, we have the forms *we*, *you*, *they*, *them*. If the pronoun becomes the subject of a sentence, we use one of the forms *I*, *thou*, *he*, *she*, *it*, if singular; and *we*, *ye*, or *you*, *they*, if plural. But if the pronoun becomes the object, we have one of the forms *me*, *thee* or *you*, *him*, *her*, *it*, if singular; and *us*, *you*, *them*, if plural.

11. The personal pronoun then shows four properties by change of form, viz:—person, number, gender, and its relation to other words in the sentence. On account of this last property it may be said to have case.

12. FORMS OF THE PERSONAL PRONOUN AS SUBJECT.

	First Person. Masc. or Fem.	Second Person. Masc. or Fem.	Third Person. Masc. Fem. Neut.		
Singular.	I.	Thou or You.	He.	She.	It.
Plural.	We.	You or Ye.	They.	They.	They.

EXAMPLES :—*I* shall walk.

We are fatigued.

Thou art holy.

Ye are sinful.

You can succeed.

You will all perish.

She excels in music.

It is falling.

They are ripe.

13. Pronouns of the *first* and *second* person generally stand for a noun suppressed.

14. *Thou* and its variations are obsolete except in poetry and solemn style.

15. *You* is not changed in form to express gender or number.

16. *They* is the common plural for *he*, *she*, and *it*, and may, consequently, stand for a noun plural of the masculine, feminine, or neuter gender.

17. Neuter nouns in the singular are always represented by the pronoun *it*. But the word *it* is not always a neuter pronoun. This little word performs many distinct offices in the language as shown by the following examples.

18. OFFICES OF *IT* :—

It is *I*.

(a.) *It* stands for *I*, a pronoun of the first person and singular number.

It was *they*.

(b.) *It* stands for *they*, a pronoun of the third person, plural number.

It was the old warrior.

(c.) *It* stands for *warrior*, a noun, third person, singular number.

It was the Indians.

(d.) *It* represents *Indians*, a noun, third person, plural number.

19. Thus *It* may represent any one of the personal pronouns, or nouns of any gender, and number.

EXAMPLES :—Who is *it* ?

It was she.

It is they.

Was *it* the soldiers ?

I did not say *it* was you.

In all these cases, *it* is singular in form.

20. *It* may also be the subject of verbs which indicate the operations of nature.

EXAMPLES :—*It* rains.

It snows.

It lightens.

It thunders.

21. Since the pronoun *it* in these sentences stands for no determinate word, it may be called an *indeterminate pronoun*. The verbs before which it stands, being always in the third person singular, are called *unipersonal verbs*.

22. *It* is often used as an expletive word, as:—
 “They lorded *it* over God’s heritage.”

23. Often the noun represented by *it* is some general word.

EXAMPLES :—It is cold—*i. e.* the weather.

I did not suppose that *it* would turn out thus—*i. e.* the affair.

IT *as the local subject representing one or more*
 PHRASES.

24. *It* is often the *local subject* of a sentence when it represents one or more nominal phrases which follow the verb and constitute its *true subject*.

It is joy TO MUSE the page.

(a.) *It* is here the *local subject* standing for the phrase *to muse* which is the *true subject*. *It* is consequently a pro-phrase.

This is a work which IT is beyond the power of man TO PERFORM.

(b.) *It*, the *local subject*, is a pro-phrase representing the *true subject* TO PERFORM. This may be seen by inverting the order of the sentence.

This is a work *to perform* which is beyond the power of man.

EXAMPLE :—*It* is a difficult feat *to stand* on one foot and *keep* one’s position on the saddle, while the horse is at full speed.

25. NOTE.—Grammarians have usually regarded the pronoun in examples similar to the above, as standing for the entire expression, *i. e.*, the infinitive and all the elements that limit it. Such views are not

favorable to close analysis. The pronoun stands for the *infinitive as limited by other words or phrases*. In the example above, *it* represents *to stand* limited by *on one foot*; just as, in the sentence, "The greatest incitement to labor is its reward," the subject is the noun *incitement* limited by the elements *greatest* and *to labor*.

IT *as the local subject representing one or more* DEPENDENT NOMINAL SENTENCES.

26. *It*, used as local subject, frequently stands at the head of a sentence, representing one or more nominal sentences which follow the verb and constitute its *true subject*. *It* is then called a *pro-sentence*.

EXAMPLE :—*It is true that a repentance redeemed by money or performed by a substitute, could have no salutary effect on the sinner.*

(a.) *That a repentance could have, &c.*, is the true subject of the verb *is*. *It*, the *local subject*, standing at the head of the sentence, is the representative of the *true subject*, and is, therefore, a *pro-sentence*. This may be seen by inverting the sentence, as follows:

That a repentance redeemed by money or performed by substitute, could have no salutary effect on the sinner, *is true*.

EXAMPLES :—*It is with unfeigned diffidence that we pronounce judgment on any question relating to the art of painting.*

It is manifest from many passages in these records, that Bannerets were admitted into the upper house, and that they were summoned by a writ.

(b.) *It* is here a pro-sentence, representing the two dependent nominal sentences *that Bannerets were admitted* and *that they were summoned*.

27. NOTE.—This use of *it* as a leader or usher of the true subject which is introduced after the verb, is in accordance with the genius of our language. It would be an awkward violation of rhetoric always to place a nominal sentence or phrase with numerous adjuncts, before the verb of the independent sentence. On the other hand, it is contrary to the order of an English sentence that it should begin with a verb. The use of *it* as a leader prevents this anomaly, while harmony of structure is preserved by introducing the real subject after the verb.

It as the subject representing an INDEPENDENT SENTENCE.

28. *It* may be the subject representing an independent sentence. In these cases *it* is not used as a leader.

The Yankee, it must be owned, was worsted in the combat.

(a.) *It* is a pro-sentence representing *the Yankee was worsted*.

29. Frequently *it* stands for a *fact* or a *number of facts* which it requires several sentences to express.

EXAMPLE:—*It* is not so in America.

30. We have thus shown that *IT* may represent—

1. Neuter nouns of the singular number.
2. Nouns of either number and any gender.
3. Pronouns of any gender, person, and number.

4. Certain operations of nature, when standing before a unipersonal verb.

5. One or more nominal phrases which follow the verb and form its true subject.

6. One or more dependent nominal sentences which follow the verb and form its true subject.

7. One or more independent sentences.

8. One or more facts expressed in several previous sentences. As suggestive of these various offices *it* may be termed a pronoun, a pro-phrase, or a pro-sentence.

31. The following are examples of *it* as *local subject*, standing for a NOMINAL PHRASE OR SENTENCE.

It is true that he professes himself a supporter of toleration.

It is your duty to tolerate the truth.

It cannot be shown that James sincerely wished to establish freedom of conscience.

It is a remarkable circumstance, that one of the letters of Hastings to Dr. Johnson, bears date a very few hours after the death of Nuncomar.

It must, we fear, be added, that the love of money had grown upon him, and that he thought more about his allowances, and less about his duties.

It seemed likely, at this time, that a general reconciliation would put an end to the quarrels which had, during some years, weakened and disgraced the government of Bengal.

Of Impy's conduct, it is impossible to speak too severely.

It is scarcely possible to mention this eminent man, without advertising to the question which his name at once suggests to every mind.

DOUBLE PRONOUNS AS SUBJECT.

32. A double pronoun may be used as subject of a sentence.

EXAMPLE :—My affairs are unfortunate, *yours* are prosperous.

33. The double pronouns are *mine*, *thine*, *ours*, *yours*, *his*, *hers*, *theirs*.

34. These pronouns always represent two nouns, viz., the name of the possessor and the thing possessed; hence they are named *double pronouns*.

His property was saved, but MINE was lost.

(a.) *Mine* is a double pronoun, subject of the sentence *mine was lost*. Representing the thing possessed, i. e. *property*, it is a pronoun, third person, plural number, subject of the sentence. Representing the possessor, it is first person, singular number, and an adjunct of the subject.

Both my books and HERS were bought in the city.

(b.) *Hers* is a double pronoun, representing *her* and *books*. Representing *books*, it is third person, singular, subject of the sentence *hers were bought*, &c. Representing the possessor, it is third person, singular, feminine, and an adjunct of the subject.

35. It will be noticed that the form of these double pronouns in the first and second persons, shows the number and person of the *possessor*, and in the third person, its number and gender; while the number and gender of the *noun possessed* must be determined by referring to it, as it will be expressed in some other part of the sentence.

EXAMPLE :—*Your parents are wealthy, MINE are indigent.*

(a.) Here the form of the pronoun *mine* shows that in representing the possessor, it is first person, singular number; but representing the thing possessed, its number and gender must be determined by referring to *parents*, the noun for which it stands.

36. NOTE.—The double pronouns have been sometimes improperly classed with the possessive pronouns, *my, thy, his, her, &c.*

INTENSIVE PRONOUNS AS SUBJECT.

37. An intensive personal pronoun is sometimes used as subject of a sentence when emphasis is required.

38. The intensive pronouns are *myself, thyself, yourself, himself, herself, itself*, and their plurals *ourselves, yourselves, and themselves*.

EXAMPLES :—*Your father and yourself are witnesses.*
The stranger and myself were left alone.

(a.) *Myself* is here an intensive pronoun, first person, singular number, and subject of the sentence.

39. These pronouns are formed by prefixing the possessive personal pronouns of the first and second persons, or the objective form of the third person, to the word *self* or *selves*.

RELATIVE PRONOUNS AS SUBJECT.

40. A relative pronoun may also be made the subject of a sentence.

EXAMPLE :—He *who* labors, will succeed.

41. A *relative pronoun* is a pronoun which connects a sentence to its antecedent.

42. NOTE.—The noun or pronoun which is represented by a relative pronoun, is called the *antecedent*.

43. The relative pronouns are *who*, *which*, *what*, *that*, and in some cases, *as* and *than*.

I know one who will relieve me.

(a.) *Who* is a relative pronoun, third person, singular, subject of the sentence *who will relieve me*. Since it connects a sentence to its antecedent *one*, it is also a *secondary connective*, and since its antecedent is a pronoun, it is a secondary *adnominal* connective.

44. The relative pronoun, then, always performs two offices—that of a pronoun, and that of a secondary adnominal connective.

Men who are devoted to learning, are not generally fond of society.

(a.) *Who* is a relative pronoun, subject of the dependent sentence *who are devoted*, which it connects to its antecedent *men*. It is, therefore, a secondary adnominal connective.

NOTE.—The three following distinctions between the personal and relative pronouns, should be carefully studied.

45. The personal pronouns change their form to indicate the person, gender, and number of the nouns for which they stand. On the other hand, the form of the relative pronoun is never changed for this purpose, the same word representing a noun or pronoun of any gender, person, or number. In the examples "I who speak," "you who speak," &c., the pronoun *who* remains the same, while the personal pronouns vary.

46. The personal pronoun is used simply to prevent the repetition of a noun, while the relative is employed to introduce a sentence which affirms some quality or circumstance of the noun to which it relates: hence the sentence introduced by the relative is always *adnominal*.

47. The personal pronoun is *never* a connective, and may stand anywhere in the sentence, while the relative is *always* a connective, and stands at the head of the sentence which it introduces.

48. *Who* is the representative of persons and superior beings.

49. *Which* is the representative of any grammatical element except the names of persons and superior beings.

50. NOTE.—*Which* like the word *it*, may stand for a word, phrase, or a sentence.

EXAMPLE :—He insulted me, for *which* I challenged him.

51. *That* may stand for nouns of any gender.

52. *As* may be used as a relative after *such*, *same* used as an adjective pronoun, and *many* or *much* limited by *as* or *so*.

Let such AS hear take heed.

(a.) *As* is a relative pronoun, subject of the sentence *as hear*, which it connects to its antecedent *such*.

EXAMPLES :—As many *as* came were satisfied.

I will give you as much *as* I have.

53. *As* used as a relative, may be the representative of both persons and things.

54. *Than* after comparatives is sometimes a relative pronoun.

My griefs are greater THAN I CAN BEAR.

(a.) *Than* is here a relative object of the infinitive *bear*.

EXAMPLES :—There was more jesting *than* befitted the occasion.

He certainly had a greater salary *than* he earned.

(b.) *Than* is a relative connecting *than he earned* to *salary*.

55. *What* used as a relative, includes also its antecedent and thus performs a double office.

WHAT has been told is true.

(a.) *What* is a pronoun including both the antece-

dent and the relative. Representing the antecedent, it is an adjective pronoun, third person, singular number, neuter gender, subject of the sentence *what is true*.

As a relative, it is third person, singular, neuter, subject of the sentence *what has been told*, which it connects to *what* the antecedent. *What* as a relative is, therefore, a secondary adnominal connective. In effect *what* is equivalent to *that which*.

I do not know WHAT will result.

(b.) *What* representing the antecedent, is the object of the indep. sentence *I do not know what*. As a relative, *what* is subject of the dep. sentence *what will result*, which it connects to its antecedent *what*.

56. NOTE.—It will be seen that *what* including both the antecedent and the relative, will always stand related to the verbs of two sentences, and that *WHAT the relative* connects an adnom. sentence to *WHAT the antecedent*.

57. When *what* becomes a specifying adjective, the noun specified stands related to the verbs of two sentences.

See WHAT beauties are displayed.

(a.) *What* is a specifying adjective limiting *beauties*. The noun *beauties* is the object of the sentence *see what beauties*, and also, the subject of the sentence *what beauties are displayed*. In this case, *what* still retains its power as a sec. adnom. connective, uniting, in a manner, the adnom. sentence to the antecedent.

WHOEVER.

58. It is remarkable that the pronoun *who* has the same power of containing both the antecedent and the relative, when joined to the word *ever* or *soever*.

WHOEVER *will perform the labor, shall receive the reward.*

(a.) *Whoever* is a relative pronoun including also its antecedent. Representing the antecedent, it is a pronoun, third person, sing. number, and subject of the sentence *whoever shall receive the reward*. As a relative pronoun, it is the same person, number, &c., and is subject of the dep. adnom. sentence *whoever will perform the labor*, which it connects to its antecedent *whoever*.

WHICHEVER.

59. *Whichever* is generally used as a specifying adjective, and does not give a twofold relation to the noun specified. It is, however, a sec. connective.

Whichever way we look, we behold the exponents of busy life.

(a.) *Whichever* is a specifying adjective limiting *way*; it is also a sec. adverb. connective, uniting the adverbial sentence *whichever way we look*, to the verb *behold*.

WHATEVER.

60. *Whatever* is a relative pronoun having the power of *what*.

At once came forth WHATEVER *creeps.*

(a.) *Whatever* is a pronoun. Representing the antecedent, it is the subject of the indep. sentence *whatever came*. As a relative it is subject of the dep. adnom. sentence *whatever creeps*, which it connects to *whatever* the antecedent.

NOTE.—*Whatever* is sometimes used without a double relation.

EXAMPLE :—*Whatever* is read, let it be read with attention.

61. *Whatever* is employed as a specifying adjective without imparting a double power to the noun limited.

We may rely upon him, WHATEVER *course he takes.*

(a.) *Whatever* is a specifying adjective limiting course. It is also a sec. adverb. connective, uniting the dep. adverb. sentence *whatever course he takes*, to the verb *rely* the indep. sentence *we may rely*.

62. *Ever* and *soever* render the words, to which they are annexed, indefinite.

64. NOTE.—*What* is rarely used for the adverb *partly*.

EXAMPLE:—"What with extravagance and *what* with drunkenness I soon ruined myself."

INTERROGATIVE PRONOUNS.

64. An interrogative pronoun may be used as subject of a sentence.

EXAMPLES :—*Who* is he ?

Which did he choose ?

What will follow ?

65. *Who*, *which*, and *what* become interrogative pronouns when they are employed to introduce an interrogative sentence. They differ from the simple relatives in the two following particulars.

1st. They no longer relate to a noun antecedent, but to a noun subsequent.

EXAMPLE :—*Who comes there ?* Answer.—*A friend.*

(a.) *Who* is an interrogative pronoun, third person, sing. number, subject of the dep. sentence *who comes*, and relates to the subsequent noun *friend*.

2d. The interrogative pronouns differ from the relative in the fact that, while the relatives are always adnom. connectives, the interrogatives are *adverbial* connectives, always joining an interrogative sentence to a *verb*.

EXAMPLE :—*Who calls ?* *shouted he.*

(b.) *Who* is an interrogative pronoun, subject of the sentence *who calls ?* and relates to a subsequent word contained in the answer. *Who* is also a sec. adverb. connective because it connects its sentence to *shouted*.

Who calls? is a nominal sentence, the object of *shouted*.

66. The subsequent noun to which the interrogative pronoun relates, will always hold the same relation to its verb, that the interrogative holds in its own sentence.

EXAMPLES:—*Who was the thief?* Ans.—*Thomas, i. e. Thomas was the thief.*

Which of the candidates was defeated? Ans.—*Terry (was defeated.)*

What has been said on the subject? Ans.—*Nothing (has been said.)*

(a.) *What* and its subsequent *nothing* are both subjects of the same verb *has been*, which is expressed in the interrogative sentence and suppressed in the answer. There is usually an ellipsis of the verb in the answer.

67. NOTE.—The verb in the interrogative sentence does not always agree in *person* with the verb in the answer.

EXAMPLE:—*Who are you?* Ans.—*I am Clodius.*

68. So also when the interrogative is *possessive* or the *object* of the verb in the interrogative sentence, the noun or pronoun responsive will have the same relation, *i. e.* be possessive or objective, though the governing word is suppressed.

EXAMPLES:—*Whom did you call?* Ans.—*(I called) Samuel.*

Whose book have you? Ans.—*(I have) your book.*

69. Very often the interrogatives are used for rhe-

torical effect, when they stand for no definite responsive word.

EXAMPLE :—"Who can tell if ever more should meet those mutual eyes?"

70. The interrogative pronoun usually connects its sentence to a verb in an indep. sentence which is suppressed.

EXAMPLE :—"Who will pay it? Ans.—The merchant.

(a.) *Who* is an interrogative pronoun, relating to its responsive *merchant*; it is also a sec. adverb. connective, connecting the sentence *who will pay it*, to the verb of an indep. sentence suppressed; as, *I ask who will pay it?* In this case, *who* connects its sentence to *ASK*, which may be either suppressed or expressed.

71. The interrogative pronoun then introduces a dep. nominal or adverbial sentence which usually limits the verb of an indep. sentence. This indep. sentence is often understood and is equivalent to some general expression; as, *I ask, tell me, he inquired, &c.*

EXAMPLES :—(Tell me,) which will be sent?
What is wanted? (he inquired.)

RESPONSIVE PRONOUN AS SUBJECT.

72. *Who, which, or what*, when used as a responsive, may be subject of a sentence.

EXAMPLE :—"Who found the treasure? Ans.—I do not know *who* found the treasure.

73. *Who*, *which*, and *what* are responsive pronouns when they are used in *answering questions* which are either *expressed* or *implied*.

EXAMPLE:—*Who took the prize?* Ans.—*I cannot tell who took the prize.*

(a.) *Who* is a responsive pronoun, third person, sing. number, and subject of the sentence *who took the prize*, which it connects to the verb *tell*. *Who* is, therefore, a sec. adverb. connective, and *who took the prize* is a dep. nominal sentence, and the object of the transitive verb *tell*. The sentence introduced by a responsive pronoun, will, therefore, from being always connected to a verb, be either *nominal* or *adverbial*.

EXAMPLES:—*I cannot say whose work it is.*

I did not discover who had committed the theft.

We soon saw which had escaped.

They know who will conquer.

74. Whenever *who*, *which*, or *what* connects its sentence to a verb and is not interrogative, it is classed with the responsives.

75. *Which* and *what* are very often interrogative adjectives.

EXAMPLES:—*Which master shall we obey?*
What reward is offered?

(a.) *Which* and *what* here stand for the adjective

which qualifies or limits the noun in the responsive sentence. In the example—" *Which horse will run?* *Ans.—The black horse,*"—*which* stands for *black*.

EXAMPLE :—*What fields are those?* *Ans.—Wheat fields.*

(b.) Here *what* stands for the adjective *wheat*; it may, therefore, determine an interrogative pro-adjective.

ADJECTIVE PRONOUNS.

76. An adjective pronoun is often the subject of a sentence.

77. An adjective pronoun is a word which may specify a noun when expressed, or represent it when omitted.

" *SOME place their bliss in action, SOME in ease;*
THOSE call it pleasure, and contentment THESE."

(a.) The words *some*, *those*, and *these* are the representatives of some noun which is omitted, as, *people* or *men*. When we supply this noun (which will not change the sense) they become specifying adjectives; as, *SOME (men) place their bliss in action, &c.*; *THESE (men) call it pleasure, &c.*

78. Some adjective pronouns vary in form to agree in number with the nouns they represent

or limit; some are found only in the singular, others only in the plural number, and many, like nearly all the adjectives in our language, have the same form in both numbers.

79. SYNOPSIS OF THE ADJECTIVE PRONOUNS.

Singular.	Plural.	Singular.	Plural.
This,	these.	Each,	—
That,	those.	Either,	—
Other.	others.	Neither,	—
One,	ones.	None (quantity.)	none (number.)
Another,	others.	—	both.
Former,	former.	—	many.
Latter,	latter.	—	few.
Same,	same.	—	all.
Any,	any.		
Such,	such.		

THIS AND THAT.

80. *This* represents an object near at hand in time or place, *that* an object which is distant. Accordingly, when two objects are mentioned, *this* and *these* represent the last named, *that* and *those* the first mentioned.

81. *This* and *that* are often the representatives of phrases or sentences.

He called in the aid of the enemies of England; THIS was treason.

(a.) *This* is subject of the verb *was* and represents the indep. sentence *He called in aid, &c.*

They say that the music of Orpheus compelled the trees to follow him; THIS is incredible.

(b.) *This* is a pro-sentence standing for the dep. nominal sentence *That the music of Orpheus compelled, &c.*

82. Sometimes *this* stands for several preceding sentences.

They are firmly persuaded that they are God's chosen people, and that all others being outcasts and Gentiles, are legitimate victims of robbery and theft. They believe that their prophet knows every thing present, past, and future. *All THIS belongs to their creed.*

(a.) In this case, *this* is a pro-sentence, standing for the dep. nominal sentences introduced by *that*.

83. Rarely *this* represents a subsequent sentence.

Let no prince measure the danger of discontent by THIS: whether it be just or unjust.

(a.) *This* is a pro-sentence representing the dep. adverb. sentence introduced by *whether*.

84. *This* may represent a verb infinitive.

God alone has power to forgive sin, and THIS he will do only when the sinner is truly penitent.

(a.) *This* stands for *to forgive*, and is, therefore, a pro-phrase.

85. *This*, like *IT*, may stand at the head of a sentence as subject, and act as a leader for the verbs represented, which are introduced subsequently.

“FOR THIS of him who would approach and eat,
 Was rigorously exacted to the full ;
 TO TREAD and BRUISE beneath the foot the world
 Entire ; its pride, ambition, hopes, desires ;
 Its gold, and all its brodered equipage ;
 TO LOOSE its loves and friendships from the heart,
 And CAST them off ; TO SHUT the ear against
 Its praise ; and all its flatteries ABHOR.”

(a.) *This* is the local subject of the sentence *this was exacted*, and is the leader and representative of the phrases *to tread*, *to bruise*, *to loose*, *to cast*, *to shut*, and *to abhor* ; all of which are the *true* subjects of the sentence *this was exacted*.

THAT.

86. *That* is a pro-sentence in examples like the following: *You say the bank is closed: who told you that?* We might, in this example, supply the sentence thus: *Who told you THAT the bank was closed?* In this manner, *that* often becomes an adjective specifying a sentence. This singular power of *that*, to specify a sentence, and at the same time to connect it to the word on which it depends, is very extensively applied in our language.

You have been guilty of a base calumny, and THAT too in regard to your best friend.

(a.) *That* stands for the preceding sentence.

“*THAT* be far from thee to do in this manner.”

(b.) *That* is a pro-phrase standing for *to do*.

ONE AND OTHER.

87. *One* and *other* as pronouns are often used in contrast.

EXAMPLE :—The two systems of philosophy were widely different in their results ; the *ONE* gave a soporific to the world which produced the long sleep of the dark ages ; the *OTHER* a stimulant that broke its slumbers.

88. *One* as a pronoun usually stands for an indefinite noun.

EXAMPLE :—*One* cannot always see the wiser course.

89. *Other* cannot generally be employed as a pronoun, without a preceding adjective.

EXAMPLE :—“ *One* took *the other* briskly by the hand.”

90. *Each* and *other* sometimes have a reciprocal relation.

EXAMPLE :—*They hate each other cordially*, i. e., *they cordially hate, each (hates) the other*.

91. *Each* is an adjective pronoun standing for *they* and the distributive subject of the verb *hate*. *Other* is an adjective pronoun standing for *they* distributively ; it is, also, object of the verb *hate*.

92. *One* sometimes corresponds to *another* in a similar construction.

EXAMPLE :—See how the Christians love *one another*, i. e., *one loves another*.

EACH.

93. *Each* is always used as a distributive, *i. e.*, it always stands for a plural noun, and takes each one of the number contained in this noun, separately.

EXAMPLE :—*In the streets, EACH wishing to make profit of his neighbor, merchants assembling spoke of trying times.*

Each represents *merchants*, taking each individual separately.

ONES AND OTHERS.

94. *Ones* and *others* are never *adjectives*: they are not therefore adjective pronouns, but simply pronouns, the plural of *one* and *other*.

NONE.

95. *None* (no-one) is always a pronoun. From the compounding of this word we would expect to find it only in the singular number, but when it is the representative of individual objects, it is generally found in the plural.

EXAMPLE :—*There are NONE among my acquaintances whom I can trust.*

None is a plural pronoun, subject of the verb *are*.

If *none* were singular, the form of the sentence would be *there is none*.

In order to make this pronoun singular, we usually divide it—thus: *There is no one*, &c.

96. *None*, whenever it stands for quantity and not for a number, is singular.

EXAMPLE :—We searched for water, but there was *none* to be found.

BOTH.

97. *Both* as an adjective pronoun, stands for nouns in the plural number, as,

Both were wrong.

EITHER.

98. *Either* stands for two persons or things, taking them singly, *i. e.*, one or the other.

EXAMPLE :—Call James or John ; *either* can help you.

NEITHER.

99. *Neither* (compounded of *not either*) is the negative of *either*.

EXAMPLES :—Both promised ; but *neither* performed.

Ask the doctor or lawyer ; *neither* can inform you.

SUCH, MANY, AND SAME.

100. *Such*, *many*, and *same* are used either in the singular or plural number.

FORMER AND LATTER.

101. *Former* and *latter* are frequently placed in contrast, *former* standing for the first of two preceding nouns or sentences, and *latter* for the last.

EXAMPLE :—*A false philosophy and a false religion exerted a powerful influence against scientific research. The FORMER despised it as vulgar and low ; the LATTER forbade it as sacrilegious and sinful.*

Here *former* is an adjective pronoun, subject of *despised*, and represents *philosophy*. *Latter* is an adjective pronoun, subject of *forbade*, and represents *religion*.

102. *First*, *last*, *each*, *either*, *same* and *both* are often the representatives of phrases or sentences.

EXAMPLES :—*You can pay the note now or wait till a more convenient time ; EITHER will suit me.*

Either is an adjective pronoun representing the two preceding sentences taken separately.

He directed me to visit the market and also to attend to affairs at home ; I could not do BOTH.

103. The *Numerals* are all employed as pronouns and used as the subjects of sentences.

EXAMPLE :—*Six men engaged in the enterprise ; FIVE were killed, but the sixth escaped.*

Six and *five* are adjective pronouns.

104. Finally, all the qualifying adjectives may be

employed as pronouns, by placing before them the specifying adjective *the*.

EXAMPLE :—*The wise and the good* obeyed its precepts ; but *the wicked* neglected and despised them.

IMPERFECT PARTICIPLES AS SUBJECT.

105. Participles ending in *ing* are often subjects of sentences.

EXAMPLE :—*Walking* fast and frequently gives one an appetite.

VERBS INFINITIVE AS SUBJECT.

106. Verbs infinitive are often employed as subjects of sentences. Thus used, they are called *nominal phrases*. Sentences of this kind are usually introduced by the pro-phrase *it* while the true subject follows the verb. This idiom of the language we have noticed in the remark on the uses of *it*.

107. We may write "*To keep one's temper is desirable*," or "*It is desirable to keep one's temper*."

The nominal phrase *to keep* as limited by the object *temper*, is the true subject of the verb *is*.

EXAMPLES :—*To analyze language accurately requires patient study*, or ;
It requires patient study to analyze language accurately.

To decide these questions is not necessary, or ; *It is not necessary to decide these questions*.

It is not difficult to discover many arguments in favor of such a scheme, or ; *To discover many arguments in favor of such a scheme is not difficult*.

NOTE.—When the word *to* stands at the head of a nominal phrase which is subject of a sentence, it is not a *particle* sec. connective, but simply an introduction.

DEPENDENT SENTENCE AS SUBJECT.

108. The pro-sentence *it* is usually placed before the verb of the independent sentence, as local subject when one or more dependent sentences stand as the true subject.

EXAMPLE :—It is a trite remark *that time is money*.

The leader *it*, however, is sometimes omitted, and the dep. sentence is placed before the verb.

EXAMPLES :—*That time is money* is a trite remark.

It is not probable *that Bacon's defence had much effect on his cotemporaries*, or ; *That Bacon's defence had much effect on his cotemporaries* is not probable.

The sentence in italics is subject of the verb *is*.

That the prisoner is guilty is no longer a matter of doubt.

That you have missed the road, is quite clear.

NOTE.—When the word *that* stands at the head of a nominal sentence which is the subject of an indep. sentence, it is no longer a sec. connective but a specifying adjective, and its office is to introduce and emit the sentence which follows.

INDEPENDENT SENTENCE AS SUBJECT.

109. An indep. sentence may, itself, though rarely, be the subject of a sentence.

EXAMPLE :—(Thou shalt have no other gods before me) belongs to the decalogue.

CHAPTER III.

OF THE OBJECT.

1. Any element which is required to complete the sense of a *transitive verb*, is called its *Object*.

EXAMPLES :—The dogs pursue the *fox*.
The farmer plows the *field*.

2. In the usual order of a transitive sentence, the object follows the verb; sometimes, however, this order is reversed for the sake of euphony or vivacity.

EXAMPLES :—Thy *way* thou canst not miss ;
Me mine requires.
Virtue, not rolling suns, the *mind* matures.
I can't get out ; said the starling.

3. If the object be a relative pronoun, it will always stand before the verb.

EXAMPLE :—The person *whom* we appointed, is not present.

4. The object may consist of a *nominal word*, a *nominal phrase*, or a *nominal sentence*.

THE NOMINAL WORD IN THE OBJECTIVE RELATION.

5. The nominal word in the objective relation may be a *noun*.

EXAMPLES :—The herald declared the *will* of the king.
 The diplomatist knew the *importance* of the measure.
 The conqueror sold the *captives* and the *booty*.

6. The objective word may be a *personal pronoun*.

7. The personal pronouns, except *it* and *you*, change their form to indicate the objective relation.

8. FORMS OF THE PERSONAL PRONOUN IN THE SUBJECTIVE AND OBJECTIVE RELATION.

FIRST PERSON.

	Sing.	Plural.
SUBJECT.....	I.....	We.
OBJECT.	Me.....	Us.

SECOND PERSON.

	Sing.	Plural.
SUBJECT.....	Thou or you.....	Ye or you.
OBJECT.....	Thee or you.....	Ye or you.

THIRD PERSON.

	Sing.	Plural.	Sing.	Plural.	Sing.	Plural.
SUBJECT.....	He.....	They.....	She..	They.....	It...They.	
OBJECT.....	Him....	Them.....	Her..	Them.....	It...Them.	

EXAMPLES :—*Me* ye have bereaved of my children.

I know *thee* well.

I'll pitch *thee* from the cliff.

The bugle's notes aroused *us* from our slumbers.

I shall see *you* no more.

They pass *him* carelessly.

The colonel with his party attacked the robbers and drove *them* to the forest.

They received *her* with feeble acclamations.

He lost his trunk but afterwards found *it* at another station.

IT, THE LOCAL OBJECT, AS A PRO-PHRASE.

9. As local object, *it* may be a *pronoun*, a *pro-phrase*, or a *pro-sentence*.

EXAMPLES :—We found *it* impossible to defend the fort.

(a.) *It*, the local object of the verb *found*, is a pro-phrase representing *to defend* which is the true object of the same verb.

My friends declared *it* an outrage to dismiss me from office.

(b.) *It*, the local object of the verb *declared*, is a pro-phrase standing for *to dismiss* which is the true object of the same verb *declared*.

The general thought *it* advisable to make a forced march.

I found *it* toilsome to climb the cliff.

He has the ability to harmonize these discordant elements, and he will do *it*.

(c.) *It* is a pro-phrase standing for *to harmonize* as limited by its object.

As for the *pulling* of them down, if affairs demand *it*, we will make the attempt.

(d.) In this case, *it* stands for the participle *pulling* as limited by other words of the phrase.

IT (LOCAL OBJECT) STANDING FOR A DEPENDENT SENTENCE.

10. *It* is very often the local object of a trans. verb

or participle when it represents a dep. sentence which is the true object.

I shall have IT *to say* THAT I HAVE ATTAINED THE
UTMOST OF MY WISHES.

(a.) *It* is a pro-sentence, the local object of *shall have*, and represents the dep. sentence, *that I have attained the utmost*, &c., which is the true object of *shall have*. We may see this by asking the following question: *What shall I have to say?* Ans.—*That I have attained*, &c.

EXAMPLES :—I will proclaim *it* to the world, *that thou art a coward*.

11. *It* as a pro-sentence and object of a verb, sometimes represents an *indep. sentence*.

For my part, I confess IT *with shame*, I WAS ALWAYS AN
INCORRIGIBLE LAGGARD.

(a.) *It* here stands for the indep. sentence *I was an incorrigible laggard*.

12. Sometimes *it* is employed as an expletive word without any special signification.

EXAMPLE :—She queens *it* well.

THE RELATIVE PRONOUN AS OBJECT.

13. *Who* is the only one of the relative pronouns that changes its form to show the relations of subject and object.

Subject—*Who*.

Object—*Whom*.

(d.) As has been before remarked, the relative pronoun, whether subject or object, stands at the head of a sentence which it connects to its antecedent.

I know the man WHOM you have slandered.

(a.) ANALYSIS:—*Whom* is a relative pronoun, object of *slandered*—relating to *man* as its antecedent to which it connects the sentence *whom you have slandered*.

It is the same wagon THAT I saw yesterday.

(b.) ANALYSIS:—*That* is a relative pronoun, object of the dep. sentence *that I saw*, which it connects to its antecedent *wagon*.

EXAMPLES:—The country *which* we crossed was barren.

He can take *such as* we have.

Such as I have, give I unto thee.

The thief refused to divide WHAT he had stolen.

(c.) ANALYSIS:—Subject—*thief*; verb—*refused*; object—*to divide*; indep. trans. sentence.

Adjunct of the subject—*the*—adnom. word.

No adjunct of the verb.

Object of *to divide*—WHAT (as antecedent.)

Adjunct of *what* (antecedent)—*what he had stolen*.

Connective—*what* (relative); subject—*he*; verb—

had stolen; object—*what* (relative); dep. transitive adnom. sentence.

EXAMPLES :—He spent *what* he earned.

Will you pay *what* I demand?

OBJECT COMPOSED OF TWO NOUNS.

14. Many transitive verbs are followed by an object composed of *two nouns* or a *noun* and a *pronoun*, which denote the same person or thing.

They chose ME CAPTAIN.

(a.) ANALYSIS :—Subject—*They*; verb—*chose*; object—“*me captain*,” which words are both used to denote the same person. The sentence is indep. trans.

EXAMPLES :—We call *him* father.

The Count esteemed *William* his best friend.

We named *him* Jacob.

The stranger showed *himself* an adept.

Jove made *Mercury* his messenger.

The man *whom* they call Wild Sam, was seen near the house.

(b.) In this case *whom* and *Sam* together form the object of the transitive verb *call*.

15. An adjective may take the place of the latter noun.

His manners have rendered HIM ODISIOUS.

(a.) ANALYSIS :—Subject—*manners*; verb—*have*

rendered; object—*him* with its adjunct *odious*: indep. trans. sentence.

Adjunct of the subject—*his*—adnom. word.

EXAMPLES :—Exercise in the open air made the old *man strong* and *healthy*.

My friends declared *me mad*.

DIRECT AND INDIRECT OBJECT.

16. Some verbs are followed by two objects, the one *direct* and the other *indirect*.

The Preceptor taught ME GRAMMAR.

(α.) ANALYSIS :—Subject—*Preceptor*: verb—*taught*; direct object—*grammar*; indirect object—*me*: indep. trans. sentence.

17. The indirect object is a *noun* or *pronoun* which holds a relation to the verb similar to that expressed by the connective of a phrase.

EXAMPLES :—The lawyer asked *me* many QUESTIONS.

The boy told his *father* a LIE.

The aged hermit offered the *traveler* his rude FARE.

My friends gave *me* a pleasant ACCOUNT of their journey.

NOTE.—The indirect object, in its effect upon the verb, has the force of a phrase. To make it a phrase, however, by supplying a connective, is awkward and unnecessary. In the example, *he asked me a question*, we may call *me*, for example, the indirect object of *asked*, or supplying some connective, as *of* or *from*, we may dispose of *me* as the essential element of a phrase. This last method would evidently distort the sense of the sentence.

NOMINAL PHRASE AS OBJECT.

18. A nominal phrase consisting of a *verb in the infinitive mode*, is often made the object of a sentence.

He loves TO DRINK and TO GAMBLE.

(a.) ANALYSIS:—Subject—*he*; verb—*loves*; objects—*to drink* and *to gamble*—nominal phrases: an indep. trans. sentence.

EXAMPLES:—He wished *to die*.

He promised *to go*.

The old man professed *to find* gold with a rod.

He intends *to adopt* the child and *to give* him a liberal education.

(b.) NOTE.—When, as in these cases, the subject of the infinitive is the same as the subject of the sentence, it is not usually expressed; but when the subject of the infinitive is not the same as the subject of the sentence, it is expressed, and the infinitive with its subject become the object of the principal verb.

He directed the GUIDE TO PROCEED.

(c.) ANALYSIS:—Subject—*he*; verb—*directed*; object—“*guide to proceed*”—indep. trans. sentence.

EXAMPLES:—The student desired *me to excuse* him.

Great Britain forced the *colonies to pay* enormous taxes.

The king commanded his *army to cross* the mountains.

(d.) NOTE.—After *bid, dare, let, make, need, see, feel, hear, may, can, must*, and frequently *have*, and *help*, the particle *to* of the infinitive is not used.

I bade HIM FOLLOW.

(e.) ANALYSIS :—Subject—*I* ; verb—*bade* ; object—*“him follow ;”* indep. trans. sentence.

EXAMPLES :—He dares not *touch* a hair of Catiline.

I saw *him climb* the mountain.

You heard *him say* it.

“ Let not despair nor fell revenge

Be to my bosom known.”

He felt his *courage fail*.

THE PARTICIPLE AS OBJECT.

19. One or more nominal participles ending in *ing*, are often the object of a sentence.

The Indian loves HUNTING and FISHING.

(a.) ANALYSIS :—Subject—*Indian* ; verb—*loves* ; objects—*hunting* and *fishing* ; indep. trans. sentence.

EXAMPLES :—He practiced *fencing*.

Lying he detests.

Do you decline *serving* ?

20. Frequently a *noun* or *pronoun* and a *participle* which is its adjunct, form the object of a sentence.

We saw THEM LYING *in the shade*.

(a.) ANALYSIS :—Subject—*We* ; verb—*saw* ; object—“*them lying*”—consisting of the participle and the pronoun limited by it : indep. trans. sentence.

No adjuncts of the subject.

No adjuncts of the verb.

Adjunct of the participle LYING—*in shade*—adverb. phrase.

Adjunct of shade—*the*—adnom. word

EXAMPLES :—The laborer saw the *sun rising*.

The guards heard *them entering* the outer gate.

(b) NOTE.—In the above examples, the participle and the word which it limits, are used like the infinitive and its subject.

DEPENDENT NOMINAL SENTENCE AS OBJECT.

21. *One or several dependent nominal sentences are often made the object in a transitive sentence.*

The spy pretended THAT HE WAS A PEDDLER.

(a.) ANALYSIS :—Subject—*spy*; verb—*pretended*; object—*that he was a peddler*: indep. trans. sentence.

Adjunct of the subject—*the*—adnom. word.

No adjunct of the verb.

The object is a sentence.

Connective—*that*; subject—*he*; verb—*was*; complement of the verb—*peddler*—adnom. word: dep., neuter, nom. sentence.

Adjunct of peddler—*a*—adnom. word.

No adjunct of the verb.

EXAMPLES :—The witness strongly insisted *that he told the truth*.

The royalists believed *that the country would be over-run by these reprobates*.

I know *who it is*.

He asked them *when the case would be decided*.

We now perceived *that the enemy had struck their colors.*

We believe *that the soul is immortal.*

And the Lord God called unto Adam, and said unto him, *where art thou?*

The parliament did not know *who their enemies were.*

No man knows *when the day of his death will come.*

INDEPENDENT SENTENCE AS OBJECT.

22. Frequently one or more independent sentences become the objects of a transitive verb. This is the case *when the objective sentence is not introduced by a secondary connective either expressed or implied.*

HEAVEN HELP THEE! *cried the knight.*

(a.) ANALYSIS:—Subject—*knight*; verb—*cried*; object—“*Heaven help thee*,” indep. transitive sentence.

Adjunct of the subject—*the*—adnom. word.

No adjunct of the verb.

The object is a sentence.

Subject—*Heaven*; verb—*help*; object—*thee*; indep. trans. sentence.

EXAMPLES:—“*Wisdom*,” said God, “*retires*,

And counts it bravery to bear reproach,

And shame, and lowly poverty:”

“*Wisdom*,” replies the world, “*struts forth to gaze,*
Treads the broad stage of life with clamorous feet.”

“And he shrieked out aloud,

Clarence is come! false, fleeting, perjured Clarence

That stabbed me in the field by Tewksbury!

Seize on him, furies! take him to your torments.”

23. The dependent nominal sentence sometimes forms the direct object of a sentence, while a noun or pronoun is used as the indirect object.

A hawk asked a little mouse THAT HE WOULD LIBERATE HIM.

(a.) ANALYSIS:—Subject—*hawk*; verb—*asked*; object (direct)—*that he would liberate*; object (indirect)—*mouse*: indep. trans. sentence.

Adjunct of the subject—*a*—adnom. word.

No adjunct of the verb.

The direct object is a sentence:

Subject—*he*; verb—*would*; dep. nom. intrans. sentence.

No adjunct of the subject.

Complement of the verb—the infinitive *liberate*; object of liberate—*him*.

Adjunct of the indirect object—*a* and *little*—adnom. words.

EXAMPLES:—The general told his army *that the enemy was in sight*.

They earnestly asked *us who had brought the news*.

The peasants assured *us that the road was good*.

The Secretary informed the council *that his report was ready*.

CHAPTER IV.

OF THE COMPLEMENT OF THE NEUTER SENTENCE.

1. The predicate of a neuter sentence is composed of a verb and *an adjunct of the subject*.

PREDICATE.

EXAMPLE:—The wind *is strong*.

2. The adjunct of the subject in the predicate, is called *the complement of the neuter verb*.

3. The complement of the neuter verb may be an *adnominal word*, an *adnominal phrase*, or an *adnominal sentence*.

4. The adnominal word which forms the complement of a neuter verb, may be a *noun*, a *pronoun*, a *participle*, or an *adjective*.

5. NOUN AS COMPLEMENT.

The Indians were faithful ALLIES.

(a.) ANALYSIS:—Subject—*Indians*; verb—*were*; complement of the verb—*allies*—an adnominal word—adjunct of the subject.

Adjunct of the subject—*the*—adnom. word.

No adjunct of the verb.

Adjunct of the complement—*faithful*—adnom.
word.

EXAMPLES :—The prize was a silver *medal*
Jeffrey was the *judge*.
I am a *Greek*.
The boy became a *man*.

6. PRONOUN AS COMPLEMENT.

It is I.

(a.) ANALYSIS :—Subject—*it* ; verb—*is* ; complement of the verb—*I* ; indep. neuter sentence.

EXAMPLES :—Is that *she* ?
You are *he*.
Who are they ?
What am I ?
If you are *he who* you say you are, I will
report your case.

(b.) NOTE.—Pronouns in the predicate of a neuter sentence, take the subjective form.

7. ADJECTIVE AS COMPLEMENT.

The way is long.

(a.) ANALYSIS :—Subject—*way* ; verb—*is* ; complement of the verb—*long*—an adnominal word—the adjunct of the subject. The sentence is indep. neuter.

EXAMPLES :—The mountain is *high*.
“The night was *dark* and *fearful*.”
The world is *wide*.

8. PARTICIPLE AS COMPLEMENT.

His heart was broken.

(a.) ANALYSIS:—Subject—*heart*; verb—*was*; complement of the verb—*broken*—adnom. word—adjunct of the subject. The sentence is indep. neuter.

Adjunct of the subject—*his*—adnom. word.

EXAMPLES:—The tower is *fallen*.

The butcher is *killing* the ox.

The ox is *killed*.

His heart was *broken*.

The boy was *struck*.

(b.) NOTE.—Grammarians have usually distinguished this form of the neuter sentence, as the *passive form* of the verb.

(c.) NOTE.—The verb infinitive is sometimes used in the predicate of a neuter sentence, instead of the future tense of the same verb.

EXAMPLES:—The governor is *to return* to-morrow, instead of “the governor *will return*, etc.”

“The theatre is *to be opened* this evening,” instead of “the theatre *will be opened*, etc.”

9. ADNOMINAL PHRASE AS COMPLEMENT OF THE VERB.

My brother was in the battle.

(a.) ANALYSIS:—Subject—*brother*; verb—*was*; complement of the verb—*in battle*—adnom. phrase—adjunct of the subject. The sentence is indep. neuter.

Adjunct of the subject—*my*—adnom. word.

No adjunct of the verb.

Connectives of the phrase—*in*—sec. adverb.

Essential element *battle*.

Adjunct of battle—*the*—adnom. word.

(b.) NOTE.—The phrase and the sentence in the predicate of a neuter sentence, present an anomaly. They are strictly adjuncts of the subject, but are connected *directly to the verb*; consequently the connective is *adverbial*.

EXAMPLES:—The snow is *on the ground*.

The murderer was *under the influence* of strong drink.

The men were *at his control*.

The Scots were *beyond the mountain*.

The old men and children were *at home*, while the strong warriors were *in the battle*.

The witness seemed *in his right mind*.

10. ADNOMINAL SENTENCE AS COMPLEMENT OF THE NEUTER VERB.

The fact is THAT HE STOLE THE MONEY.

(a.) ANALYSIS: Subject—*fact*; verb—*is*; complement of the verb—*that he stole the money*; indep. neuter sentence.

Adjunct of the subject—*the*—adnom. word.

No adjunct of the verb.

The complement is a sentence; connective—*that*—sec. adverb: subject—*he*; verb—*stole*; object—*money*; dep. trans. adnom. sentence.

No adjunct of the subject.

No adjunct of the verb.

Adjunct of the object—*the*—adnom. word.

EXAMPLES :—The proof of his cowardice is *that he trembled* when he heard the cannon, and *ran* before he was in danger.

The greatest indication of peril was *that the captain turned pale*.

The wonder is *how he escaped*.

The strangest part of the story is *that he should forget his friends*.

The danger is *when the tide rises*.

CHAPTER V

OF THE VERB.

1. A Verb is a word *used to express or affirm something of its subject.*

EXAMPLES :—The lion *roars*.

God *created* man:

The weather *remains* cold.

(a.) *Roars*, *created*, and *remains*, are verbs because they express or affirm something of their subjects, *lion*, *God*, and *weather*.

2. Verbs are *transitive*, *intransitive*, or *neuter*.

3. Verbs are *transitive* which require the addition of an object to make complete sense.

EXAMPLES :—Industry *OVERCOMES* obstacles.

We *DESIRE* happiness.

4. Verbs are called *intransitive* which make complete sense in themselves.

EXAMPLES :—Birds *fly*.

Boys *run*.

God *lives*.

5. Verbs are called *neuter** which are used to affirm some property or attribute of the subject.

EXAMPLES :—James *is industrious*.

The soldier *is wounded*.

The city *is in ruins*.

The story *BECAME exciting*

He *SEEMS* a *scoundrel*.

The fort *LOOKS strong*.

(a.) Here, *industrious*, *wounded*, *in ruins*, *exciting*, *scoundrel*, and *strong*, express *properties*, *attributes*, or *characteristics* of the subject, and the verbs *is*, *becomes* and *seems*, are used to assert these attributes.

(a.) NOTE.—The verb *to be* is the most common neuter verb, but *look*, *seem*, *become*, and others, are often used.

PERSON AND NUMBER OF THE VERB.

6. Verbs are varied in their form and terminations to accord with the person and number of their subjects. This regularly occurs, however, only in the *termination* of the third person singular of the present, and in the *form* of the future tenses.

PRESENT TENSE.		FUTURE TENSE.	
Singular.		Singular.	
FIRST PERSON.....	I strike.....	FIRST PERSON.....	I shall strike.
SECOND PERSON.....	You strike.....	SECOND PERSON.....	You will strike.
THIRD PERSON.....	He strikes.....	THIRD PERSON.....	He will strike.
Plural.		Plural.	
FIRST PERSON.....	We strike.....	FIRST PERSON.....	We shall strike.
SECOND PERSON.....	You strike.....	SECOND PERSON.....	You will strike.
THIRD PERSON.....	They strike.....	THIRD PERSON.....	They will strike.

* Neither transitive nor intransitive.

MODE.

7. Mode means manner.

8. The mode of a verb is *the manner in which it expresses something of its subject*.

9. Verbs have four modes, viz. : the *indicative*, the *subjunctive*, the *imperative*, and the *infinitive*.

10. A verb is in the *indicative mode* when it is used to make an absolute declaration.

EXAMPLES :—Horses *run*.
Soldiers *fight*.
We *must* die.
He *can* win.

11. A verb is in the *subjunctive mode* when it is used to express whatever is conditional, assumed, or uncertain.

EXAMPLES :—When he *returns*.
If we *are* alive.
Though he *slay* me.
He who *labors*.
The man whom we *saw*.

12. A verb may be changed from the indicative to the subjunctive mode, by prefixing a secondary connective to the sentence in which it stands. The verbs of all dependent sentences are in the subjunctive.

Indicative.	Subjunctive.
EXAMPLES :—He <i>returns</i> .	When he <i>returns</i> .
We <i>are</i> alive.	If we <i>are</i> alive.
He <i>is</i> industrious.	Though he <i>is</i> industrious
He <i>pays</i> me.	Provided he <i>pays</i> me.

13. A verb is in the *imperative mode* when it is used to command, to request, or to exhort.

14. Verbs in the imperative are usually found in the second person, and the subject is generally suppressed.

EXAMPLES :—*Follow me.*

Return to thy dwelling.

Charge ! Chester, charge !

Be merciful.

Hang the rascals.

15. The first and third persons of the verb in the imperative mode, are sometimes, though rarely, used in our language.

EXAMPLES :—“*Turn we now to the past.*”

“*My soul, turn from them, turn we to survey.*”

Be it so.

“*Oh ! once again to freedom's cause return,
The patriot Tell, the Bruce of Bannockburn.*”

16. A verb is in the *infinitive mode* when it represents action or being, abstractly, and does not change its form to agree with the person and number of a subject.

EXAMPLES :—*To walk.*

To be.

17. The infinitive is usually introduced by the connective *to*, but after *bid*, *dare*, *let*, *make*, *need*, *see*, *feel*, *hear*, *may*, *can*, *must*, *might*, *could*, *would*, *should*, and sometimes *have* and *help*, *to* is not used.

PARTICIPLES.

18. Participles are adnominal words derived from verbs, and partaking of their nature. They may also perform the office of some of the other parts of speech, most frequently that of nouns.

19. Participles have no reference to time; they simply show the action, being, or state of the verbs from which they are derived as *finished* or *unfinished*; they are, therefore, called, *perfect* or *imperfect* participles.

20. Imperfect participles represent action or being in a state *unfinished* and *continuing*.

EXAMPLES :—Striking.

Moving.

Reading.

Being.

Remaining.

21. Imperfect participles always terminate in *ing*.

22. Perfect participles represent action or being as *finished*.

EXAMPLES :—Having struck.

Struck.

Having loved.

Loved.

Having been.

Injured.

23. Transitive verbs have three participles, two *active* and one *passive*.

24. Participles are *active* when the noun they limit is assumed as the actor.

The prisoner is shooting his guards.

(a.) *Shooting* is an *active* participle because the noun which it limits is the actor. It is *imperfect* because the action is represented as *unfinished*.

HAVING SLAIN *the sentinels, the insurgents took possession of the fort.*

(b.) *Having slain* is a *perfect* participle because it represents action as finished—*active* because the noun *insurgents* which it limits is represented as the actor.

25. Participles are *passive* when the nouns which they limit are represented as receiving the action.

The robber, struck to the ground, was easily captured.

(a.) *Struck* is a *perfect* participle, because it represents the action as finished: it is *passive* because the noun it limits is represented as receiving the action.

EXAMPLE :—Bozzaris, *slain* in battle, left a deathless name.

PARTICIPLES OF THE TRANSITIVE VERB LOVE

ACTIVE.

Imperfect.....Loving.

Perfect.....Having loved.

PASSIVE.

Perfect.....Loved.

26. Intransitive verbs have two participles: the *perfect* and the *imperfect*.

The snow falling fast nearly blinded us.

(a.) *Falling* is an *imperfect* active participle from the intransitive verb *to fall*.

HAVING WALKED *all day, he was very much fatigued.*

(b.) *Having walked* is a *perfect* active participle from the intransitive verb *to walk*.

EXAMPLE :—The carrier pigeon, *flying* in circles, rises to an immense height.

PARTICIPLES OF THE INTRANSITIVE VERB WALK.

ACTIVE.

Imperfect. Walked.

Perfect. Having walked.

27. Neuter verbs have two participles: the *perfect* and the *imperfect*. The neuter participle requires for its complement an adjunct of the noun it limits.

We found him SEEMING more composed.

(a.) *Seeming* is an imperfect neuter participle limiting *him*. *Composed*, the adjunct of *him*, is the complement of *seeming*.

HAVING BEEN *twice defeated, the army was nearly destroyed.*

(b.) *Having been* is a perfect neuter participle limiting *army*, and *defeated*, the complement of *having been*, is a perfect passive participle also limiting *army*.

EXAMPLES :—*Being* weary, I lay down to rest.

Having become roused, he would not be soothed.

TENSE.

28. Tense is a change in the form or termination of a verb to indicate the *time* of the action, being, or state which the verb expresses.

29. Verbs have three tenses corresponding to the three great divisions of time, viz: the *present*, the *past*, and the *future*.

EXAMPLE :—Present.....I strike.
 Past.....I struck.
 Future.....I shall strike.

30. In each tense, action or being may be affirmed in three ways.

PRESENT TIME.

- 1st. As unfinished and continuing.....I am looking.
- 2d. Without reference to its completion.....I look.
- 3d. As finished.....I have looked.

PAST TIME.

- 1st. As unfinished or continuing.....I was looking.
- 2d. Without reference to its completion.....I looked.
- 3d. As finished.....I had looked.

FUTURE TIME.

- 1st. As unfinished or continuing..I shall be looking.
- 2d. Without reference to its completion.....I shall look.
- 3d. As finished.....I shall have looked.

31. Since the unfinished or progressive tenses of the verb are formed by uniting a corresponding tense of the verb *to be* with an imperfect participle, they are classed with *neuter sentences* and need not, therefore, appear in the regular conjugation of the tenses.

I was looking.

(a.) ANALYSIS:—Subject—*I*; verb—*was*; complement of the verb—*looking*—adjunct of the subject; an indep. neut. sentence.

32. The regular arrangement of the tenses includes only two forms in each tense.

PRESENT TIME.

Present tense.....I look.
Present tense perfect in state.....I have looked.

PAST TIME.

Past tense.....I looked.
Past tense perfect in state.....I had looked.

FUTURE TIME.

Future tense.....I shall look.
Future tense perfect in state.....I shall have looked.

33. The three tenses representing action or being in a finished state, are called *perfect* tenses, viz: *present perfect*, *past perfect*, and *future perfect*.

Present perfect.....I have looked.
Past perfect.....I had looked.
Future perfect.....I shall have looked.

34. The word *looked*, which is found in each perfect tense, is a *perfect participle* without the auxiliary *having*.

35. In all the perfect tenses, *finished action* is shown by this *perfect participle*, while the variation of *time* is shown by the different tenses of the auxiliary verb *have*.

Present... ..I have.
Past.....I had.
Future.....I shall have.

36. The perf. participle of the verb *look* is *looked*. Placing this after the present tense of the verb *have*, we form the present perfect tense, viz: I *have looked*; in which the verb *have* shows the time, and the perfect participle *looked* the state. The other two perfect tenses are formed in a similar manner.

	TIME.	STATE.
Present perfect.....	I have	looked.
Past perfect.....	I had	looked.
Future perfect.....	I shall have	looked.

37. These tenses being composed of two elements or parts, are called *compound tenses*.

38. The three tenses simply denoting time are called *simple tenses*.

FORMATION OF THE TENSES.

39. The present tense is the *simplest form* of the verb.

EXAMPLES :—I *live*.—We *move*.—They *plow*.

40. In emphatic, interrogative, and negative sentences, the auxiliary *do* is placed before the verb.

EXAMPLES :—Perdition seize thee, but I *do love* thee.

Do you intend to stay?

This compliance, however, *does not* satisfy the people.

41. The perfect present tense is formed by placing *have* before the perfect participle.

EXAMPLES :—I *have lived*.—They *have plowed*.

42. The past tense is formed regularly by adding *d* or *ed* to the present.

EXAMPLES :—I lived.—I moved.—We plowed.

43. This tense is formed in emphatic, interrogative, and negative sentences by placing *did* the past of *do* before the verb of the present.

EXAMPLES :—He *did* tell me a lie.—They *did* not deny it.
Did the storm last all night?

44. The present perfect tense is formed by placing *had* before the perfect participle.

EXAMPLES :—I had lived.—They had plowed

45. The future tense is formed by prefixing *shall* or *will* to the form used in the present infinitive without the participle.

EXAMPLES :—We shall move.—They shall plow.

46. When we wish simply to *foretell* or *predict*, *shall* is used in the first person, and *will* in the second and third; but when we wish to express *determination* or *compulsion*, *will* is used in the first person, and *shall* in the second and third.

PREDICTION.		DETERMINATION, OR COMPELSION.	
Singular.	{ I shall work.	Singular.	{ I will work.
	{ You will work.		{ You shall work.
	{ He will work.		{ He shall work.
Plural.	{ We shall work.	Plural.	{ We will work.
	{ You will work.		{ You shall work.
	{ They will work.		{ They shall work.

47. The future perfect tense is formed by placing *shall* or *will have*, before the perfect participle.

EXAMPLES :—We shall have *moved*.—They shall have *plowed*.

DEFINITION OF THE TENSES.

48. The present tense indicates *present time*.

EXAMPLES :—I *talk*.

We *work*.

49. The present perfect tense usually indicates that the action or existence expressed by the verb is *finished in present time*.

EXAMPLES :—I *have talked*.

We *have worked*.

50. The past tense indicates simply *past time*.

EXAMPLES :—I *talked*.

We *worked*.

51. The past perfect tense indicates that the action or existence expressed by the verb was *finished in past time*.

EXAMPLES :—I *had talked*.

We *had worked*.

52. The future tense indicates *future time*.

EXAMPLES :—I *shall talk*.

You *will work*.

53. The future perfect tense indicates that the action or existence expressed by the verb *will be finished in future time*.

EXAMPLES :—I *shall have talked*.

We *shall have worked*.

(a.) In this tense *shall* and *will* are used in the same manner as in the simple future.

SYNOPSIS OF THE TENSES OF THE VERB TALK.

Present.....	I talk.
Present perfect.....	I have talked.
Past.....	I talked.
Past perfect.....	I had talked.
Future.....	I shall talk.
Future perfect.....	I shall have talked.

CONJUGATION.

54. Conjugation is a regular arrangement of the verb showing its various modes, tenses, persons, and numbers.

CONJUGATION OF THE REGULAR VERB TURN.

INDICATIVE MODE.		SUBJUNCTIVE MODE.	
PRESENT.	Sing.	1. I turn.....	When I turn.
		2. You turn.....	When you turn.
		3. He turns.....	When he turns.
	Plur.	1. We turn.....	When we turn.
		2. You turn.....	When you turn.
		3. They turn.....	When they turn.
PRESENT PERF.	Sing.	1. I have turned.....	When I have turned.
		2. You have turned.....	When you have turned.
		3. He has turned.....	When he has turned.
	Plur.	1. We have turned.....	When we have turned.
		2. You have turned.....	When you have turned.
		3. They have turned.....	When they have turned.
PAST.	Sing.	1. I turned.....	When I turned.
		2. You turned.....	When you turned.
		3. He turned.....	When he turned.
	Plur.	1. We turned.....	When we turned.
		2. You turned.....	When you turned.
		3. They turned.....	When they turned.
PAST PERFECT.	Sing.	1. I had turned.....	When I had turned.
		2. You had turned.....	When you had turned.
		3. He had turned.....	When he had turned.
	Plur.	1. We had turned.....	When we had turned.
		2. You had turned.....	When you had turned.
		3. They had turned.....	When they had turned.

FUTURE.	Sing.	1. I shall turn.....When I shall turn.
		2. You will turn.....When you will turn.
		3. He will turn.....When he will turn.
	Plur.	1. We shall turn.....When we shall turn
		2. You will turn.....When you will turn.
		3. They will turn.....When they will turn.

INDICATIVE MODE.

SUBJUNCTIVE MODE.

FUTURE PERFECT.	Sing.	1. I shall have turned.....When I shall have turned.
		2. You will have turned.....When you will have turned.
		3. He will have turned.....When he will have turned.
	Plur.	1. We shall have turned.....When we shall have turned.
		2. You will have turned.....When you will have turned.
		3. They will have turned.....When they will have turned.

IMPERATIVE MODE.

Present Tense—Turn, or turn you.

INFINITIVE MODE.

Present Tense—To turn. *Present Perfect*—To have turned.

55. The indicative and subjunctive modes have each six tenses. The form of the verb is the same in both modes.

56. The verb of every dependent sentence is in the subjunctive mode. The connective *when* is given in the conjugation, but the learner should be required to inflect the subjunctive mode with other secondary connectives; as, *if, though, while, since, unless, &c.*, and also with a relative pronoun and its antecedent; as—

I who turn.
You who turn.
He who turns.

57. In the present tenses of this mode is found a *subjunctive form* differing from the indicative and

common subjunctive. This form is, however, obsolescent.

EXAMPLE :—I will go if he *return*.

58. The peculiarity of this form is, that there is no change in the verb to show its person and number.

SUBJUNCTIVE MODE.

		COMMON FORM.	SUBJUNCTIVE FORM.
PRESENT.	Sing.	1. If I turn.....	If I turn.
		2. If you turn.....	If you turn.
		3. If he <i>turns</i>	If he <i>turn</i> .
	Plur.	1. If we turn.....	If we turn.
		2. If you turn.....	If you turn.
		3. If they turn.....	If they turn.
PRESENT PERF.	Sing.	1. If I have turned.....	If I have turned.
		2. If you have turned.....	If you have turned.
		3. If he <i>has</i> turned.....	If he <i>have</i> turned.
	Plur.	1. If we have turned.....	If we have turned.
		2. If you have turned.....	If you have turned.
		3. If they have turned.....	If they have turned.

59. The subjunctive form is used in the present tenses to indicate *doubt* and *future time*. It has, on this account, been regarded by some grammarians as an elliptical future.

EXAMPLE :—If he (shall) return.

60. In the neuter verb *to be*, the subjunctive form extends through all the tenses. This verb has, therefore, two forms through the entire subjunctive mode, one like the indicative and the other without change of form or termination to show its person and number.

CONJUGATION OF THE IRREGULAR VERB TO BE.

INDICATIVE MODE.	SUBJUNCTIVE MODE.	SUBJUNCTIVE FORM.	IMPER.	INFIN.
PRESENT.				
1. I am..... 2. You are..... 3. He is.....	If I am..... If you are..... If he is.....	If I be..... If you be..... If he be.....	Be you..... Be you..... Be he.....	To be
1. We are..... 2. You are..... 3. They are.....	If we are..... If you are..... If they are.....	If we be..... If you be..... If they be.....	Be you..... Be you..... Be they.....	To be
PERF. PRESENT.				
1. I have been..... 2. You have been..... 3. He has been.....	If I have been..... If you have been..... If he has been.....	If I have been..... If you have been..... If he have been.....	Be you..... Be you..... Be they.....	To have been.
1. We have been..... 2. You have been..... 3. They have been.....	If we have been..... If you have been..... If they have been.....	If we have been..... If you have been..... If they have been.....	Be you..... Be you..... Be they.....	To have been.
PAST.				
1. I was..... 2. You were..... 3. He was.....	If I was..... If you were..... If he was.....	If I were..... If you were..... If he were.....	Be you..... Be you..... Be they.....	To be
1. We were..... 2. You were..... 3. They were.....	If we were..... If you were..... If they were.....	If we were..... If you were..... If they were.....	Be you..... Be you..... Be they.....	To be

CONJUGATION OF THE IRREGULAR VERB TO BE.—CONTINUED.

	INDICATIVE MODE.	SUBJUNCTIVE MODE.	SUBJUNCTIVE FORM.
PAST PERF.	1. I had been.....	If I had been.....	If I had been.
	2. You had been.....	If you had been.....	If you had been.
	3. He had been.....	If he had been.....	If he had been.
Sing.			
	1. We had been.....	If we had been.....	If we had been.
	2. You had been.....	If you had been.....	If you had been.
Plur.	3. They had been.....	If they had been.....	If they had been.
FUTURE.	1. I shall be.....	If I shall be.....	If I shall be.
	2. You will be.....	If you will be.....	If you shall be.
	3. He will be.....	If he will be.....	If he shall be.
Sing.			
	1. We shall be.....	If we shall be.....	If we shall be.
	2. You will be.....	If you will be.....	If you shall be.
Plur.	3. They will be.....	If they will be.....	If they shall be.
FUTURE PERF.	1. I shall have been.....	If I shall have been.....	If I shall have been.
	2. You will have been.....	If you will have been.....	If you shall have been.
	3. He will have been.....	If he will have been.....	If he shall have been.
Sing.			
	1. We shall have been.....	If we shall have been.....	If we shall have been.
	2. You will have been.....	If you will have been.....	If you shall have been.
Plur.	3. They will have been.....	If they will have been.....	If they shall have been.

61. In the present and past tenses, *condition* or *uncertainty* is often expressed by the subjunctive form *without the sec. connective*. In such sentences the auxiliary of the *perfect past tense* and the principal verb in the *simple tenses* are placed before the subject.

EXAMPLE:—" *Were* he a coward, he would have trembled."

(a.) This expression is the same in meaning as "If he were a coward, he would have trembled."

(a.) SUBJUNC. FORM WITH
THE SEC. CONNECTIVE.

SUBJUNC. FORM WITHOUT
THE SEC. CONNECTIVE.

If I had been.....	Had I been.
If you had been.....	Had you been.
If he had been.....	Had he been.
If we had been.....	Had we been.
If you had been.	Had you been.
If they had been.....	Had they been.

62. The infinitive mode has two tenses: the *present* and the *present perfect*.

63. The verb of this mode is usually introduced by the particle *to*, and is generally regarded as an abstract noun.

64. A verb in the imperative mode is used only in the *present tense*, and is generally found in the second person. The subject is usually understood: when expressed it is commonly placed *after* the verb or the auxiliary *do*.

65. A REGULAR VERB is a verb that forms its past

tense and perf. participle, by adding *d* or *ed* to the present.

EXAMPLE :—Present—I *turn* ; past—I *turned* ; perf. participle—*turned*.

66. IRREGULAR VERBS are those which do not form their past tense and perf. participle by adding *d* or *ed* to the present.

EXAMPLE :—Present—I *draw* ; past—I *drew* ; perf. participle—*drawn*.

67. The *principal parts* of a verb are the *present*, the *past*, and the *perf. active or neuter participle*.

68. The *principal parts* are so called because when these are known, the verb may be easily conjugated through all its modes and tenses by the general rules for their formation.

(a.) NOTE.—The incorrect use of the tenses of the irregular verb, is a fruitful source of blunders. The perf. participle is often used for the past tense.

EXAMPLES :—" I *done* it." " They *seen* him : " instead of " I *did* it." " They *saw* him."

(b.) NOTE.—The past tense is sometimes used instead of the perf. participle.

EXAMPLE :—" The men *had went*."

69. The principal parts of an irregular verb are found by reference to the table which follows. Take, for example, the irregular verb *draw*. By reference

to the table we find its present is "*draw*," its past "*drew*," its perf. participle *drawn*.

From the present, we form the future tense by prefixing *shall* or *will*, and have the three simple tenses.

Present.....	I draw.
Past.....	I drew.
Future.....	I shall draw.

We now proceed to form the compound tenses.

(b.) The present perfect is formed by prefixing the present tense of the verb *have*, to the perfect active participle: thus—I *have drawn*.

(c.) The past perfect tense is formed by prefixing *had*, (the past tense of the verb *have*), to the same participle: thus—I *had drawn*.

(d.) The future perfect tense is formed by prefixing *shall have*, (the future tense of *have*), to the same participle: thus—I *shall have drawn*.

(e.) We can now give a complete synopsis of the tenses of the verb *draw*.

SIMPLE TENSES.

Present.....	I draw.
Past.....	I drew.
Future.....	I shall draw.

COMPOUND TENSES.

Present perf....	I have drawn.
Past perf.....	I had drawn.
Future perf....	I shall have drawn.

70. Arrangement of the tenses according to their order.

Present.....	I draw.
Present perfect.....	I have drawn.
Past.....	I drew.

Past perfect.....I had drawn.
 Future.....I shall draw.
 Future perfect.....I shall have drawn.

71. SYNOPSIS OF THE TENSES OF THE VERB ABIDE.

PRINCIPAL PARTS :—*Present indicative*.....I abide.
Past indicative.....I abode.
Perfect participle.....Abode.

Present.....I abide.
 Present perfect.....I have abode.
 Past.....I abode.
 Past perfect.....I had abode.
 Future.....I shall abide.
 Future perfect.....I shall have abode.

72. SYNOPSIS OF THE TENSES OF THE VERB COME.

PRINCIPAL PARTS :—*Present indicative*.....I come.
Past indicative.....I came.
Perfect participle.....Come.

Present.....I come.
 Present perfect.....I have come.
 Past.....I came.
 Past perfect.....I had come.
 Future.....I shall come.
 Future perfect.....I shall have come.

73. SYNOPSIS OF THE TENSES OF THE VERB DO.

PRINCIPAL PARTS :—*Present indicative*.....I do.
Past indicative.....I did.
Perfect participle.....Done.

Present.....I do.
 Present perfect.....I have done.
 Past.....I did.
 Past perfect.....I had done.
 Future.....I shall do.
 Future perfect.....I shall have done.

74. SYNOPSIS OF THE TENSES OF THE VERB EAT.

PRINCIPAL PARTS :—*Present indicative*.....I eat.
Past indicative.....I ate.
Perfect participle.....Eaten.

Present.....I eat.
 Present perfect.....I have eaten.
 Past.....I ate.
 Past perfect.....I had eaten.
 Future.....I shall eat.
 Future perfect.....I shall have eaten.

75. SYNOPSIS OF THE TENSES OF THE VERB GIVE.

PRINCIPAL PARTS :—*Present indicative*.....I give.
Past indicative.....I gave.
Perfect participle.....Given.

Present.....I give.
 Present perfect.....I have given.
 Past.....I gave.
 Past perfect.....I had given.
 Future.....I shall give.
 Future perfect.....I shall have given.

76. SYNOPSIS OF THE TENSES OF THE VERB GO.

PRINCIPAL PARTS :—*Present indicative*.....I go.
Past indicative.....I went.
Perfect participle.....Gone.

Present.....I go.
 Present perfect.....I have gone.
 Past.....I went.
 Past perfect.....I had gone.
 Future.....I shall go.
 Future perfect.....I shall have gone.

77. SYNOPSIS OF THE TENSES OF THE VERB SEE.

PRINCIPAL PARTS :—*Present indicative*.....I see.
Past indicativeI saw.
Perfect participle.....Seen.

Present.....I see.
 Present perfect.....I have seen.
 PastI saw.
 Past perfect.....I had seen.
 FutureI shall see.
 Future perfect.....I shall have seen.

78. In the following list, the irregular verbs are classified according to the similarity of form in the past tense and perfect participle.

79. Verbs of the *first class* change the vowel of their final syllable in the present, into *e* to form the past tense, and add *en* to the present to form the perfect participle.

PRESENT.	PAST.	PERF. PART.
Fall.....	fell.....	fallen.
Befall.....	befell.....	befallen.

80. Verbs of the second class terminate in the past tense in *ew*, and their perfect participle ends in *wn*.

PRESENT.	PAST.	PERF. PART.
Blow.....	blew.....	blown.
Throw.....	threw.....	thrown.
Know.....	knew.....	known.
Grow.....	grew.....	grown.
Fly.....	flew.....	flown.
Draw.....	drew.....	drawn.

81. Verbs of the third class change the vowel or diphthong of the present into *o* to form the past tense and perfect participle, and their perfect participles end in *en*.

PRESENT.	PAST.	PERF. PART.
Weave.....	wove.....	woven.
Cleave.....	clove.....	cloven.
Freeze.....	froze.....	frozen.
Steal.....	stole.....	stolen.
Speak.....	spoke.....	spoken.
Break.....	broke.....	broken.
Choose.....	chose.....	chosen.
Beget.....	begot.....	begotten.
Tread.....	trod.....	trodden.
Forget.....	forgot.....	forgotten.

(a.) Similar verbs having *oo* in the past tense and *a* in the perf. participle.

PRESENT.	PAST.	PERF. PART.
Shake.....	shook.....	shaken.
Take.....	took.....	taken.
Forsake.....	forsook.....	forsaken.

82. Verbs of the fourth class change the diphthong of the present into *o* to form the past tense and perf. participle, the participle ending in *n*.

PRESENT.	PAST.	PERF. PART.
Swear.....	swore.....	sworn.
Bear.....	bore.....	borne.
Forbear.....	forbore.....	forborn.
Tear.....	tore.....	torn.
Wear.....	wore.....	worn.

83. Verbs of the fifth class change *i* of the present into *o* to form the past tense, the perf. participle retaining the *i* and ending in *en*.

PRESENT.	PAST.	PERF. PART.
Rise.....	rose	risen.
Arise.....	arose.....	arisen.
Smite.....	smote.....	smitten.
Ride	rode.....	ridden or rode.
Stride	strode.....	stridden.
Drive.....	drove.....	driven.
Thrive	throve	thriven.
Strive....	strove.....	striven.
Write	wrote.....	written.

84. Verbs of the sixth class change *i* of the present into *a* in the past, and into *u* in the perf. participle.

PRESENT.	PAST.	PERF. PART.
Begin.....	began.....	begun.
Sing.....	sang.....	sung.
Spring.....	sprang.....	sprung.
Ring.....	rang.....	rung
Shrink.....	shrank.....	shrunk.
Sink.....	sank.....	sunk.
Drink.....	drank.....	drunk.
Swim.....	swam.....	swum.

85. Verbs of the seventh class change the vowel of the present into *u* to form the past tense and perf. participle, which are alike.

PRESENT.	PAST.	PERF. PART.
Dig	dug.....	dug.
Stick.....	stuck.....	stuck.
Burst.....	burst.....	burst.

PRESENT.	PAST.	PERF. PART.
Stink.	stunk.	stunk.
Slink.	slunk.	slunk.
Sling.	slung.	slung.
String.	strung.	strung.
Cling.	clung.	clung.
Fling.	flung.	flung.
Sting.	stung.	stung.
Ring.	rung.	rung.
Swing.	swung.	swung.
Spin.	spun.	spun.
Hang, R*	hung.	hung.

86. Verbs of the eighth class have their past tense and perf. participles alike, and each of these parts contains the diphthong *ou* or *au*.

PRESENT.	PAST.	PERF. PART.
Find.	found.	found.
Bind.	bound.	bound.
Grind.	ground.	ground.
Wind.	wound.	wound.
Fight.	fought.	fought.
Buy.	bought.	bought.
Seek.	sought.	sought.
Teach.	taught.	taught.
Catch.	caught.	caught.
Bring.	brought.	brought.
Beseech.	besought.	besought.
Work, R.	wrought.	wrought.
Think.	thought.	thought.

87. Verbs of the ninth class have their past tenses and perf. participles alike, both ending in *d*.

* Verbs marked R, have also a regular form.

PRESENT.	PAST.	PERF. PART.
Bleed	bled	bled.
Breed	bred	bred.
Lead	led	led.
Shed	shed	shed.
Read	read	read.
Shred	shred	shred.
Hear	heard	heard.
Speed	sped	sped.
Flee	fled	fled.
Rid	rid	rid.
Hold	held	held.
Clothe, R	clad	clad.
Say	said	said.
Pay	paid	paid.
Lay	laid	laid.
Have	had	had.
Sell	sold	sold.
Tell	told	told.
Spread	spread	spread.
Stand	stood	stood.
Shoe	shod	shod.

88. Verbs of the tenth class have their past tenses and perf. participles alike, both ending in *t*.

PRESENT.	PAST.	PERF. PART.
Bet	bet	bet.
Set	set	set.
Let	let	let.
Meet	met	met.
Beat	beat	beat or beaten.
Bend	bent	bent.
Bite	bit	bit or bitten.
Build	built	built.
Bereave, R	bereft	bereft.
Cast	cast	cast.
Cost	cost	cost.

PRESENT.	PAST.	PERF. PART.
Creep	crept	crept.
Sleep	slept	slept.
Weep	wept	wept.
Sweep	swept	swept.
Leap, R.	leapt	leapt.
Keep	kept	kept.
Deal	dealt	dealt.
Feel	felt	felt.
Dwell	dwelt	dwelt.
Smell	smelt	smelt.
Kneel	knelt	knelt.
Dream, R.	dreamt	dreamt.
Get	got	got.
Gild, R.	gilt	gilt.
Gird, R.	girt	girt.
Hit	hit	hit.
Sit	sat	sat.
Knit	knit	knit.
Leave	left	left.
Lend	lent	lent.
Send	sent	sent.
Rend	rent	rent.
Mean	meant	meant.
Light*	lit	lit.
Loose	lost	lost.
Put	put	put.
Quit	quit	quit.
Shut	shut	shut.
Slit	slit	slit.
Spit	spit or spat	spit.
Split	split	split.
Sweat	sweat	sweat.
Thrust	thrust	thrust.
Wet, R.	wet	wet.

89. Verbs of the eleventh class form their past

tenses regularly and their perf. participles irregularly, the latter ending in *n*.

PRESENT.	PAST.	PERF. PART.
Grave, R.	graved.	graven.
Shave.	shaved.	shaven.
Hew.	hewed.	hewn.
Lade.	laded.	laden.
Mow.	mowed.	mown, R.
Rive.	rived.	riven.
Saw.	sawed.	sawn, R.
Shear.	sheared.	shorn.
Show.	showed.	shown.
Sow.	sowed.	sown.
Strew.	strewed.	strown.
Swell.	swelled.	swollen, R.

90. Verbs of the twelfth class form their past tenses irregularly and their perf. participles regularly.

PRESENT.	PAST.	PERF. PART.
Crow.	crew.	crowed.
Dare.	durst, R.	dared.

DEFECTIVE VERBS.

91. Defective verbs are those which are not found in all the principal parts. They are—

PRESENT.	PAST.	PERF. PART.
Ought.	ought.	_____
_____	quoth.	_____
_____	wist.	_____
Beware.	_____	_____
May.	might.	_____
Can.	could.	_____
_____	should.	_____
_____	would.	_____
Must.	must.	_____

92. These verbs have no perfect participle and consequently no compound tenses.

(a.) *Beware* is found only in the imperative and infinitive.

(b.) *Quoth*, and *wist* are found only in the indicative mode.

(c.) *May* and *can* with their past tenses, and *should*, *would*, and *must*, are found in the indicative and the subjunctive, and are *always* followed by the infinitive without the particle *to*. Grammarians have usually classed these words, as forming a separate mode of the verb. They seem, however, to be entirely analogous to the verbs *bid*, *dare*, *let*, &c., with the infinitive. Take, for example, the sentence, "I *can* and *dare* oppose the measure : " What grammarian will deny that the infinitive *oppose* bears the same relation to *can* as to *dare*? The omission of the potential mode tends much to simplify the classification of the verb.

(a.) The tense of *ought* and *must* is determined by the tense of the infinitive which follows them.

UNIPERSONAL VERBS.

93. Unipersonal verbs are those which are used only in the *third person and singular number*, the indefinite pronoun *it* being the subject.

94. They are generally indicative of the state of the weather.

EXAMPLES :—It rains.

It snows.

It lightens.

It thunders.

It hails.

95. Many other verbs are used unipersonally.

EXAMPLES :—It becomes us.

It behooves me.

It seems.

CHAPTER VI.

OF ADJUNCTS.

1. An adjunct is any *word, phrase, or sentence*, joined to a word to limit or modify it.

2. Adjuncts are of two kinds, *adnominal* and *adverbial*.

3. An adjunct which limits a noun or pronoun is called an *adnominal adjunct*.

4. An adjunct which limits a *verb, adjective, participle, or adverbial word*, is called an *adverbial adjunct*.

ADNOMINAL ADJUNCTS.

An adnominal adjunct consisting of a single word, is called an *adnominal word*.

6. An adnominal adjunct consisting of a phrase, is called an *adnominal phrase*.

7. An adnominal adjunct consisting of a sentence, is called an *adnominal sentence*.

ADJUNCTS OF THE SUBJECT.—ADNOMINAL WORDS.

8. The subject may be limited by *adnominal words*.

EXAMPLES :—*Industrious* men succeed.

Peter turning said.

Seven warriors were slain.

The house was overthrown.

9. Frequently several adnominal words modify a single subject.

EXAMPLES :—*The splendid* palace was destroyed.
The good old man replied.

10. An adnominal word which limits the subject may be a *noun possessive*.

EXAMPLES :—*The General's* horse fell under him.
The people's candidate defeated himself.
A Buffalo's strength lies in his neck.

(a.) NOTE.—The possessive form is derived from the old Saxon genitive (possessive) whose termination was *is*; as, *Johnis* hat. To prevent the inconvenience of pronouncing an additional syllable, the *i* was dropt and the omission marked by an apostrophe; thus, *John's* hat. In cases where the word ended in *s*, the entire termination was dropt, and the omission marked by an apostrophe; thus, *boys'* hat, instead of *boyis* hat. This is also true when the word ends in an (*s*) sound; as *conscience'* sake.

The MINSTREL's music filled the hall.

(b.) *Minstrel's* is an adnominal word—a noun possessive limiting *music*.

EXAMPLES :—*Freedom's* stronghold is among rocks and mountains.
The emperor's guard consisted of three hundred and twenty grenadiers.

11. An adnominal word which limits the subject, may be a *personal pronoun possessive*.

EXAMPLES :—*His* father died.
Our hopes are blasted.
My eye is dim.
Your words are true.

12. SYNOPSIS OF THE PERSONAL PRONOUNS POSSESSIVE.

	SING.	PLURAL.
First Person.....	My.....	Our.
Second Person.....	Your.....	Your.
Third Person. {His.....Their.
Her.....Their.
Its.....Their.

EXAMPLES :—*Our* days are as the grass.
Your words are friendly.
Their trials proved blessings.
His works remain.
The tree dies and *its* leaves fall.

13. An adnominal word limiting the subject may be a *noun in apposition*.

14. A noun annexed to another noun to explain or characterize it, is said to be in *apposition* with it.

Samuel, THE PROPHET, *anointed David*.

(a.) *Prophet* is an adnominal word—a noun in apposition characterizing *Samuel*.

EXAMPLES :—Pitt, the *orator*, addressed the people.
Jonathan, the *son* of Saul, died with his father.
Peter, the *hermit*, preached the first crusade.

15. *Proper names* are often *adnominal words* used to limit the subject.

RICHARD *Cromwell* defeated the royal forces.

(a.) *Richard* is an adnominal word—a proper noun limiting *Cromwell*.

EXAMPLES :—*James* Stuart succeeded to the crown of England.

Thomas Paine wrote the “Age of Reason.”

The *Tremont* House stands in *Tremont*-street.

16. An adnominal word which limits the subject may be a *common noun*.

CAPTAIN *Kidd* concealed his treasures.

(a.) *Captain* is an adnominal word—a common noun used to limit *Kidd*.

EXAMPLES :—*Senator* Hale opposed the resolution.

King James abdicated his throne.

General Bonaparte was beaten at Waterloo.

17. An adnominal word which limits the subject, may be an *intensive pronoun*.

18. The intensives are formed by prefixing the *personal pronoun possessive* of the first or second person, or the *personal pronoun objective* of third person, to the word *self* or *selves*.

	SING.	PLURAL.
First Person.....	Myself.....	Ourselves.
Second Person.....	Yourself.....	Yourselves.
Third Person	{Himself.....Themselves.Herself.....Themselves.Itself.....Themselves.	

The king HIMSELF has followed her.

(a.) *Himself* is an adnominal word—an intensive pronoun limiting *king*.

EXAMPLES :—I *myself* will attend to the affair.

We *ourselves* are much to blame.

You have *yourself* forfeited all claim to pity.

The jurymen *themselves* were stung with remorse.

19. The subject is sometimes contained in (and limited by) one of the double pronouns, *mine, thine, his, hers, yours, theirs*.

20. These words are compound *in office*, representing both the possessor and the thing possessed. Their forms determine the person and number of the *pronoun possessive*, while the number and person of the *noun possessed*, must be determined by referring to it, as it will always be expressed in another part of the sentence.

Your pupils are idle, MINE are industrious.

(a.) *Mine* is a double pronoun representing the possessor and the thing possessed. As a pronoun possessive limiting the subject, it is first person, singular number and stands for *my* ; as subject of the sentence, it stands for *pupils*, and is a pronoun, third person, plural number.

EXAMPLES :—*Thine* be the glory ; *ours* the endless bliss.

My brother has arrived ; *yours* will be here soon.

Your friends are many ; *mine* are few.

21. An adnominal word which limits the subject, may be a *relative* or *interrogative pronoun possessive*.

(a.) NOTE.—*Whose* is the common possessive of all the relative and interrogative pronouns.

The man whose effort had failed, went away disheartened.

(b.) *Whose* is an adnominal word—a relative pronoun possessive, limiting *effort*.

Whose son are you ?

(c.) *Whose* is an adnominal word—an interrogative pronoun limiting *son*.

EXAMPLES :—A mountain *whose* top was covered with snow, arose on our left.

Whose house was burned ?

Whose invention was it ?

Sancho, *whose* ire was aroused, replied.

“ Oh ! thou Eternal One *whose* presence bright

All space doth occupy.”

22. An adnominal word limiting the subject, may be an *adjective*.

STRONG giants lived in olden time.

(a.) *Strong* is an adnominal word, an adjective, used to limit *giants*.

EXAMPLES :—*Five* princes were present.

This book is yours.

The man must be mad.

Great oaks grow there.

23. Adjectives are divided into two classes ; viz., *qualifying* and *specifying*.

24. A qualifying adjective limits a noun *by expressing some quality existing in it*.

EXAMPLES :—*Good* men are happy.

Strong drink is raging.

COMPARISON OF ADJECTIVES.

25. Comparison is *a change of termination or form* in adjectives, to express different degrees of quality.

26. Qualifying adjectives have three degrees of comparison; the *positive*, the *comparative*, and the *superlative*.

27. The positive degree simply *expresses a quality*.

EXAMPLES :—*Strong* giants.

Good men.

Mighty heroes.

28. The comparative degree implies a comparison between two objects, and expresses a quality in a degree higher than the positive.

EXAMPLES :—*Stronger* giants.

Better men.

Mightier heroes.

29. The superlative degree implies a comparison between three or more objects, and expresses quality in the highest degree.

EXAMPLES :—*Strongest* giants

Best men.

Mightiest heroes.

30. The positive degree is the simplest form of the word.

31. The comparative degree of monosyllables is regularly formed by adding *r* or *er* to the positive.

32. The superlative degree of monosyllables is regularly formed by annexing *st* or *est* to the positive.

33. Dissyllables ending in *ly* preceded by a consonant, form their comparatives and superlatives by changing *y* into *i*, and adding *er* and *est*.

EXAMPLE :—*Lovely, lovelier, loveliest.*

34. Dissyllables ending in *le* are compared by adding *r* for the comparative, and *st* for the superlative degree.

EXAMPLE :—*Noble, nobler, noblest.*

35. Dissyllables whose terminations readily coalesce, form their comparatives and superlatives by adding *r* or *er* and *st* or *est*.

36. All other qualifying adjectives are compared by placing before them the adverb *more* for the comparative, and *most* for the superlative.

EXAMPLE :—*Beautiful, more beautiful, most beautiful.*

37. A slight degree of quality is expressed by the termination *ish*.

EXAMPLE :—*Blackish, bluish.*

38. Degrees of diminution are expressed by the adverbs *less* and *least*.

EXAMPLE :—*Ignorant, less ignorant, least ignorant.*

EXAMPLES OF ADJECTIVES :—

Tall trees grow.*A beautiful* morning dawned upon us.*Nobler* men never lived.The *tallest* man in the regiment was Arthur.The *most powerful* influence was now at work.*A more impudent* scoundrel was never known.

39. Many adjectives expressing a quality which is invariable, are not compared.

EXAMPLE :—*Perfect, straight, round, square.*

40. A *specifying adjective* merely points out or specifies the noun which it limits.

EXAMPLES :—*The* house.*Six* horses.

41. All *numeral adjectives* are included in this class.

42. Many specifying adjectives have a plural form, and agree in number with the nouns they limit.

*Singular.**Plural.*

This.....these.

Thatthose.

(a.) NOTE.—Many of the specifying adjectives are used as *adjective pronouns*.

EXAMPLES :—*This* is excellent and warms the heart.*That* is improbable.

43. An adnominal word limiting the subject may be a *participle*:

44. First; an *imperfect participle transitive or intransitive*, as:—

BREAKING *into the low countries, the Highlanders committed great depredations.*

(b.) ANALYSIS:—Subject — *Highlanders*; verb — *committed*; object — *depredations*; indep. trans. sentence.

Adjunct of the subject—*the* and *breaking*—adnom. words.

Adjunct of *breaking*—*into countries*—adv. phrase; connective *into*—sec. adverb. connective; essential element—*countries*; adjuncts of *countries*—*the* and *low*—adnom. words.

No adjunct of the verb.

Adjunct of the object—*great*—adnom. word.

EXAMPLES :—*Sailing westward Columbus discovered the islands.*

He fell fighting like a tiger.

Night descending covered the earth with gloom.

Walking over the fields, I found much to recall the conflict to my mind.

45. Secondly; an *imperfect participle neuter*, as:—

BEING *lazy, he desired no employment.*

(a.) ANALYSIS:—Subject—*he*; verb—*desired*; object—*employment*; indep. trans. sentence.

Adjunct of the subject—*being*—adnom. word—an imperfect neuter participle.

Complement of *being* — *lazy* — adnom. word, and farther adjunct of the subject.

No adjunct of the verb.

Adjunct of the object — *no* — adnom. word.

46. The neuter participle, like the neuter verb, is followed by some element which is called its *complement*. The same word which the participle neuter limits, is also limited by this complement.

EXAMPLES :—*BEING weary*, he fell asleep.

SEEMING uncalled for, it attracted no notice.

BEING interested in the subject, he continued his investigations.

47. Thirdly ; a *perfect participle transitive or intransitive*, as :—

HAVING KILLED the guards, the prisoner escaped.

(a.) ANALYSIS :—Subject—*prisoner* ; verb—*escaped* ; indep. intrans. sentence.

Adjunct of the subject—*having killed*—adnom. word — a perfect active participle.

Object of *having killed*—*guards*.

Adjunct of *guards*—*the*—adnom. word.

No adjunct of the verb.

EXAMPLES :—*Having partaken* of our hospitality, the strangers departed.

We awoke, *having slept* soundly all night.

Having seen the operation, I can speak with certainty.

48. Fourthly ; a *perfect participle neuter*, as :—

HAVING BEEN *interrupted*, the speaker sat down.

(a.) ANALYSIS :—Subject—*speaker* ; verb—*sat* ; indep. intrans. sentence.

Adjunct of the subject—*having been*—adnom. word—*a perfect participle neuter*.

Complement of HAVING BEEN—*interrupted*—adnom. word—an adjunct of the subject.

Farther adjunct of SPEAKER—*the*—adnom. word.

Adjunct of the verb—*down*—adverb. word.

EXAMPLES :—*Having been* once overreached we were exceedingly vary.

Having become mad, he was confined in the asylum.

49. Fifthly ; a *perfect participle passive*, as :—

The king, DRESSED *in royal robes*, appeared.

(a.) ANALYSIS :—Subject—*king* ; verb—*appeared* ; indep. intrans. sentence.

Adjunct of the subject—*the*—adnom. word.

Farther adjunct of the subject—*dressed*—adnom. word—a perfect participle passive.

Adjunct of DRESSED—*in robes*—adverb. phrase ; connective—*in*—sec. adv. ; essential element—*robes*.

Adjunct of ROBES—*royal*—adnom. word.

No adjunct of the verb.

EXAMPLES :—*Mingled* with the multitude, were seen several nobles.

The left wing advanced, *supported* by the cavalry.

The patience of the people, *tried* too often, finally gave way

Exhausted by hunger and long marches, the little
band fell an easy prey to overpowering numbers.
Being interested he did not decide fairly.

(b.) NOTE.—The participle neuter and its complement being distinct elements, should *always* be parsed separately.

ADNOMINAL PHRASES.

50. The subject may be limited by an *adnominal phrase*.

51. A phrase consists of a *noun* or *pronoun*, or some *element used substantively*, preceded by a *secondary connective*.

52. This element is called the *essential element* of the phrase.

53. The subject may be limited by an adnominal phrase whose essential element is a *noun*.

The morals of the CRUSADERS *corrupted* the heathen.

(a.) ANALYSIS:—Subject—*morals*; verb—*corrupted*; object—*heathen*; indep. trans. sentence.

Adjunct of the subject—*the*—adnom. word.

Farther adjunct of the subject—*of crusaders*—adnom. phrase; connective—*of*—sec. adnom.; essential element—*crusaders*.

Adjunct of CRUSADERS—*the*—adnon. word.

No adjunct of the verb.

No adjunct of the object.

EXAMPLES :—Brutus' affection *for his son* could not overcome his sense of justice.

His desire *for fame* was a ruling passion.

Our efforts *to please* have succeeded.

The life *of a madman* is a troubled dream.

The road *to town* was obstructed.

His failure *in the expedition* proved disastrous.

The beams *under the bridge* gave way.

54. The subject may be limited by a phrase whose essential element is a pronoun.

My letter to him will explain my conduct.

(a.) ANALYSIS :—Subject — *letter* ; verb — *will explain* ; object—*conduct* ; indep. trans. sentence.

Adjunct of the subject—*my*—adnom. word.

Farther adjunct of the subject—*to him*—adnom. phrase ; connective—*to*—sec. adnom. ; essential element—*him*.

No adjunct of the verb.

Adjunct of the object—*my*—adnom. word.

(b.) NOTE.—The personal pronouns and the relative pronoun *who*, when they become the essential elements of a phrase, take the objective form ; thus—with *me*, of *thee*, by *him*, for *whom*, with *them*, to *her*.

EXAMPLES :—My love *for thee* was wonderful.

The search *for him* was unsuccessful.

My stay *with thee* shall be short.

The ambassador's business *with them* was well known.

A message *from her* is on the table.

The monastery, the road *to which* was not easily found, stood in the grove.

55. The subject may be limited by a phrase whose essential element is a participle.

His exertions IN WRESTLING *had exhausted him.*

(a.) ANALYSIS :—subject—*exertions*; verb—*had exhausted*; object—*him*; indep. trans. sentence.

Adjunct of the subject—*his*—adnom. word.

Farther adjunct of the subject—*in wrestling*—adnom. phrase—connected by *in*—sec. adnom. connective.

Essential element of the phrase—*wrestling*—a participle used nominally (as a noun).

No adjunct of the verb.

No adjunct of the object.

EXAMPLES :—Weariness *from marching* bore heavily upon us.

The delay *in bringing* provisions was disastrous.

The possibility *of escaping* seemed dubious.

The crime *of killing* a fellow man, finds no parallel.

(b.) NOTE.—When the essential element of a phrase is a *transitive participle* it will, like a transitive verb, be followed by an object, and the adjuncts of the participle may be either adnominal or adverbial.

The necessity FOR GUARDING *the frontier* became daily more apparent.

(c.) ANALYSIS :—Subject—*necessity*; verb—*became*; complement—*apparent*—adnom. word; indep. neuter sentence.

Adjunct of the subject—*the*—adnom. word.

Farther adjunct of the subject—*for guarding*—adnom. phrase.

Connective of the phrase—*for*—sec. adnom. connective.

Essential element of phrase—*guarding*—a transitive participle used nominally.

Object of the participle—*frontier*.

Adjunct of *frontier*—*the*—adnom. word.

Adjunct of the complement—*more*—adnom. word.

EXAMPLES :—The good effect of *encouraging* art is obvious to all.
The habit of *wasting* time clings to us.

The necessity of BEING prudent was quite evident.

56. NOTE.—The expression “being prudent,” corresponds to the predicate of the neuter sentence “*he is prudent.*” The neut. verb *is* is changed to the imp. neut. participle *being*, and the fact which the sentence *asserts* is here merely *assumed*.

(a.) ANALYSIS :—Subject—*necessity* ; verb—*was* ; complement—*evident* ; indep. neut. sentence.

Adjunct of the subject—*the*—adnom. word.

Farther adjunct of the subject—*of being*—adnom. phrase, which is followed by the complement—*prudent*.

Connective—*of*—sec. adnom. ; essential element—*being*.

No adjunct of the verb.

Adjunct of the complement—*quite* ; adverb. word.

The prospect OF BEING *a prisoner, discouraged me.*

(b.) ANALYSIS:—Subject—*prospect*; verb—*discouraged*; object—*me*; indep. trans. sentence.

Adjunct of the subject—*the*—adnom. word.

Farther adjunct of the subject—*of being*—adnom. phrase.

Connective—*of*—sec. adnom.; essential element—*being*—which is followed by its complement—*prisoner*.

Adjunct of prisoner—*a*—adnom. word.

No adjunct of the verb.

No adjunct of the object.

Our joy AT BEING *released, was great.*

(c.) In this case the complement of the imp. neut. participle is the perf. pass. participle *released*.

The fact OF HIS HAVING BEEN *convicted of theft, was notorious.*

(d.) ANALYSIS:—Subject—*fact*; verb—*was*; complement—*notorious*; indep. neut. sentence.

Adjunct of the subject—*the*—adnom. word.

Farther adjunct of the subject—*of having been*—adnom. phrase; connective—*of*—sec. adnom.; essential element—*having been*, which has for its complement the perf. passive participle *convicted*.

Adjunct of *having been*—*his*—adnominal word.

Adjunct of *convicted*—*of theft*—adverb. phrase.

No adjunct of the verb.

No adjunct of the complement of the verb.

EXAMPLES :—The habit of *being* intoxicated had grown upon him.
 The folly of *seeming* what we are not, is often proved.
 The possibility of *becoming* a drunkard ought to warn
 every one who tampers with the cup.

57. The subject may be limited by an adnom. phrase whose essential element is a *verb infinitive*.

The desire TO DRINK *raged within him.*

(a.) ANALYSIS :—Subject—*desire* ; verb—*raged* ; indep. intrans. sentence.

Adjunct of the subject—*the*—adnom. word.

Farther adjunct of the subject—*to drink*—adnom. phrase, consisting of a verb in the infinitive mode.

Connective—*to*—sec. adnom. ; essential element—*drink*.

Adjunct of the verb—*within him*—adverb. phrase.

EXAMPLES :—His intention *to strangle* the prisoners, was put in execution.

A desire *to excel* spurred him on.

A determination *to succeed* in all that he undertook, characterized him.

Motives *to act* uprightly are constantly before us.

(b.) NOTE.—The particle *to* which usually precedes the infinitive, has no signification of its own, and consequently does not, like other connectives, show a relation. It has, however, a connecting power, and therefore, for the sake of convenience, we have placed it among connectives of the secondary class.

Power TO OVERCOME *difficulties* lies in an invincible will.

(c.) ANALYSIS :—Subject—*power* ; verb—*lies* ; indep. intrans. sentence.

Adjunct of the subject—*to overcome*—adnominal phrase, whose essential element is a verb in the infinitive mode.

Object of *to overcome*—DIFFICULTIES.

Adjunct of the verb—*in will*—adverb. phrase.

Connective—*in*—sec. adverb.: essential element—*will*.

Adjuncts of *will*—AN and INVINCIBLE—adnom. words.

(d.) NOTE.—When the infinitive, used as essential element of a phrase, is transitive, it requires an object.

EXAMPLES :—His effort *to effect* a reconciliation failed.

The ability *to speak* French correctly, is not easily acquired.

His desire to be a king was gratified.

(e.) ANALYSIS :—Subject—*desire*; verb—*was*; complement—*gratified*.

Adjunct of the subject—*his*—adnom. word.

Farther adjunct of the subject—*to be*—adnominal phrase.

Connective—*to*—sec. adnom.; essential element—*be*—complement of the neuter infinitive—*king*.

Adjunct of *king*—*a*—adnom. word.

EXAMPLES :—His determination *to be* foremost in every enterprise, was manifest.

ADNOMINAL SENTENCES.

58. The subject may be limited by a dependent adnominal sentence.

An adjunct WHICH LIMITS A NOUN, is adnominal.

(a.) ANALYSIS:—SUBJECT—*adjunct*; VERB—*is*; COMPLEMENT—*adnominal*.

Adjunct of the SUBJECT—*an*—adnom. word.

Farther adjunct of the SUBJECT—*which limits noun*—dep. trans. adnom. sentence; CONNECTIVE—*which*—sec. adnom.; SUBJECT—*which*; VERB—*limits*; OBJECT—*noun*.

Adjunct of the object—*a*—adnominal word.

No adjunct of the VERB.

No adjunct of the COMPLEMENT.

(b.) NOTE.—In the analysis of this and the following examples, the principal parts of the indep. sentence are printed in large capitals, while the same parts of the dep. sentences are printed in smaller type. When, in any part of the analysis, the subject or any principal part of either sentence is mentioned, the same type is used.

A comet WHICH WAS HERETOFORE UNKNOWN, has made its appearance.

(c.) ANALYSIS:—SUBJECT—*comet*; VERB—*has made*; OBJECT—*appearance*; indep. trans. sentence.

Adjunct of the SUBJECT—*a*—adnom. word.

Farther adjunct of the SUBJECT—*which was unknown*—dep. neut. adnom. sentence; CONNECTIVE—*which*; SUBJECT—*which*; VERB—*was*; COMPLEMENT—*unknown*.

Adjunct of UNKNOWN—*heretofore*—adverb. word.

The VERB has no adjuncts.

Adjunct of the OBJECT—*its*—adnominal word.

(d.) *The candidate* WHOM WE ELECTED, *gained a large majority of votes.*

(e.) ANALYSIS :—SUBJECT—*candidate* ; VERB—*gained* ; OBJECT—*majority* ; indep. trans. sentence.

Adjunct of the SUBJECT—*the*—adnom. word.

Farther adjunct of the SUBJECT—*whom we elected*—dep. trans. adnominal sentence ; CONNECTIVE—*whom*—sec. adnom. ; SUBJECT—*we* ; VERB—*elected* ; OBJECT—*whom*.

The VERB has no adjuncts.

Adjunct of the OBJECT—*a* and *large*—adnom. words.

Farther adjunct of the OBJECT—*of votes*—adnom. phrase.

EXAMPLES :—The power *which brings a pin* to the ground, holds the earth in its orbit.

The event *which I have mentioned*, transpired long ago.

The pledge *that this sot had made*, was soon violated.

This accession *which was heralded* as a godsend to the army, was the true cause of its defeat.

Such philosophers AS INVESTIGATED THE SUBJECT, *were satisfied.*

(f.) ANALYSIS :—SUBJECT—*philosophers* ; VERB—*were* ; COMPLEMENT—*satisfied*.

Adjunct of the SUBJECT—*such*—adnom. word.

Farther adjunct of the SUBJECT—*as investigated subject*—dep. trans. adnom. sentence ; CONNECTIVE—*as* ; SUBJECT—*as* ; VERB—*investigated* ; OBJECT—*subject*.

Adjunct of the OBJECT—*the*—adnom. word.

The VERB has no adjuncts.

The COMPLEMENT has no adjuncts.

(g.) NOTE.—After *such*, *same*, used as an adjective pronoun, and *many* or *much* limited by *as* or *so*, *as* is a relative pronoun.

As many AS HEARD, *believed*.

(h.) ANALYSIS:—SUBJECT—*many*; VERB—*believed*; indep. sentence. (*Many* here is an adjective pronoun.)

Adjunct of *many* (as an adjective)—*as*—adverb. word.

Adjunct of *many* (as a pronoun)—*as heard*—dep. adnom. sen.; CONNECTIVE—*as*—sec. adnom.; SUBJECT—*as*; VERB—*heard*.

The VERB has no adjuncts.

EXAMPLES:—As much as *I have*, I will give to you.

Such instances of fidelity as *I have now to record*, are few.

As much plunder as *the Indians had stolen*, was brought back by the whites.

As noble men as *the world ever saw*, pledged themselves to the cause.

(i.) NOTE.—In examples like the above, when *as* follows a *qualifying* adjective which is itself preceded by *as* or *so*, the ellipsis is easily supplied. In the example referred to, we may say *as noble men as* THOSE ARE WHOM *the world ever saw, pledged, &c. &c.*

59. The compound relative pronoun includes both the antecedent and the relative.

60. The relative part as a sec. adnom. connective, joins a sentence to the antecedent part.

WHAT YOU SAY, *is true.*

(a.) ANALYSIS:—SUBJECT—*what*; (antecedent); VERB—*is*; COMPLEMENT—*true*; indep. neut. sentence.

Adjunct of the SUBJECT—*what you say*—dep. trans. adnom. sentence; CONNECTIVE—*what* (relative); SUBJECT—*you*; VERB—*say*; OBJECT—*what* (relative.)

The VERB and COMPLEMENT have no adjuncts.

(b.) In cases similar to the above, *what* is equivalent *in office* to *that which*.

(c.) NOTE.—When the word *ever* is annexed to *what*, the analysis is the same.

EXAMPLES:—*What you did*, was wrong.

What I said, was not understood.

61. The connective *than*, by ellipsis of an element, is sometimes used as a relative and connective of an adnominal sentence.

A larger sum THAN MY FATHER COULD AFFORD, *was expended on my education.*

(a.) ANALYSIS:—SUBJECT—*sum*; VERB—*was*; COMPLEMENT—*expended*; indep. neut. sentence.

Adjuncts of the SUBJECT—*a* and *larger*—adnom. words.

Farther adjunct of the SUBJECT as limited by *larger*—*than my father could afford*—dependent adnom-

inal sentence; CONNECTIVE—*than*; SUBJECT—*father*; VERB—*could*; INFINITIVE COMPLEMENT OF THE VERB—*afford*.

Adjunct of FATHER—*my*—adnom. word.

Object of the infinitive *afford*—*than*.

EXAMPLES :—More slaves *than were needed*, were employed.

A broader prairie *than we had before seen*, now stretched out before us.

More *than was sufficient* for our necessities, was contributed.

62. While the relative pronoun is the connective of an adnom. sentence, it is also, in many cases, the essential element of a phrase which limits some other word.

Fame OF WHICH HE KNEW THE EMPTINESS, *was despised*.

(a.) ANALYSIS:—SUBJECT—*fame*; VERB—*was*; COMPLEMENT—*despised*; indep. neut. sentence.

Adjunct of the SUBJECT—*of which he knew emptiness*—dep. adnom. sentence; CONNECTIVE—*which*; SUBJECT—*he*; VERB—*knew*; OBJECT—*emptiness*.

No adjunct of the SUBJECT.

The VERB has no adjuncts.

Adjunct of the OBJECT—*of which*—adnom. phrase.

The VERB has no adjuncts.

The COMPLEMENT has no adjuncts.

Socrates, the LIFE OF WHOM PROVED HIS UPRIGHTNESS, *died by poison*.

(a.) ANALYSIS:—SUBJECT—*Socrates*; VERB—*died*; ind. intrans. sentence.

Adjunct of the SUBJECT—*life of whom* proved his uprightness—dep. trans. adnom. sentence; CONNECTIVE—*whom*; SUBJECT—*life*; VERB—*proved*; OBJECT—*uprightness*.

Adjunct of the SUBJECT—*the*—adnom. word.

Farther adjunct of the SUBJECT—*of whom*—adnom. phrase; CONNECTIVE—*of*—sec. adnom.; ESSENTIAL ELEMENT—*whom*.

No adjunct of the VERB.

Adjunct of the OBJECT—*his*—adnom. word.

Adjunct of the VERB—*by poison*—adverb. phrase; CONNECTIVE—*by*—sec. adverb.; ESSENTIAL ELEMENT—*poison*.

(b.) Thus *whom* not only connects the dep. sentence to *Socrates*, but is also the essential element of a phrase limiting *life*.

The only man THAT I WAS ACQUAINTED WITH, was absent.

(c.) In this case, *that* connects the sentence *that I was acquainted with*, to *man*, and is also the essential element of an adverb. phrase connected by *with* to *acquainted*.

The difficulties UNDER WHICH HE LABORED, were countless.

(d.) In this sentence, *which* connects *he labored to difficulties*, and the phrase *under which* limits *labored*.

Much OF WHAT HE COLLECTED, was worthless.

(e.) ANALYSIS:—SUBJECT—*much*; VERB—*was*; COMPLEMENT—*worthless*; ind neut. sentence.

Adjunct of the SUBJECT—*of what*—adnom. phrase; CONNECTIVE—*of*—sec. adnom.; ESSENTIAL ELEMENT—*what* (antecedent.)

Adjunct of—WHAT (antecedent)—*what he collected*; CONNECTIVE—*what* (relative); SUBJECT—*he*; VERB—*collected*; OBJECT—*what* (relative); dep. trans. adnom. sentence.

63. The relative pronoun possessive limits a noun as an adnom. word, and as a connective joins the sentence which it introduces, to its antecedent.

The man WHOSE LIFE IS CORRECT, *is respected.*

(a) ANALYSIS :—SUBJECT—*man*; VERB—*is*; COMPLEMENT—*respected*; ind. neut. sentence.

Adjunct of the SUBJECT—*the*—adnom. word.

Farther adjunct of SUBJECT—*whose life is correct*; CONNECTIVE—*whose*; SUBJECT—*life*; VERB—*is*; COMPLEMENT—*correct*; dep. neut. adnom. sentence.

Adjunct of SUBJECT—*whose*—adnom. word.

EXAMPLES :—The courtier *whose opinion was asked*, assented.

The king *whose wound at first seemed fatal*, recovered.

A lake *whose surface glistened like silver*, lay at the base of the hill.

It was a doctrine *whose acceptance depended on the ignorance of the masses.*

64. SENTENCES CONNECTED TO THE SUBJECT BY OTHER SEC. ADNOM. CONNECTIVES.

The day WHEN I EXPECTED TO GO, *arrived.*

(a.) ANALYSIS: — SUBJECT—*day*; VERB — *arrived*; ind. intrans. sentence.

Adjunct of the SUBJECT—*the*—adnom. word.

Farther adjunct of the SUBJECT—*when I expected to go*; CONNECTIVE—*when*; SUBJECT—*I*; VERB—*expected*; OBJECT—*to go*; dep. trans. adnom. sentence.

“Knowest thou the *land where the lemon trees bloom,*
Where the gold orange glows in the deep thicket’s gloom,
Where a wind ever soft from the blue heaven blows,
And the groves are of laurel, and myrtle, and rose?”

(a.) NOTE.—Here the four adnominal sentences, viz., *trees bloom orange glows, wind blows, and groves are of laurel, &c.*, are connected to *land* by the sec. adnom. connective *where*. An ellipsis of this connective occurs with the fourth sentence. These sentences qualify the *object* and not the *subject* of a sentence, and are placed here merely as examples of adnom. sentences connected by words which are not relative pronouns.

EXAMPLES:—Time was *when the earth was without form*.

The reason *why he refused my request*, did not appear.

The question *how combustion takes place*, was discussed at length.

A fear *lest he should fall in battle*, pursued him.

The hope *we shall be saved*, still animated us.

65. The subject may also be limited by a sentence in apposition.

The acknowledgment THAT HE WAS WRONG, satisfied me.

(a.) ANALYSIS: — SUBJECT — *acknowledgment*; VERB—*satisfied*; OBJECT—*me*; ind. trans. sentence.

Adjunct of the SUBJECT—*the*—adnom. word.

Farther adjunct of the SUBJECT—*that he was wrong*—dep. neut. adnom. sentence; CONNECTIVE—*that*—sec. adnom.; SUBJECT—*he*; VERB—*was*; COMPLEMENT—*wrong*.

EXAMPLES :—The belief *that the soul is immortal*, is almost universal.

A report *that the imperial army had surrendered*, reached Paris.

66. The Subject may be limited by an indep. sentence in apposition.

The old adage, "Honesty is the best policy," contains truth.

(b.) ANALYSIS :—SUBJECT—*adage*; VERB—*contains*; OBJECT—*truth*; ind. trans. sentence.

Adjuncts of the SUBJECT—*the* and *old*—adnom. words.

Farther adjunct of the SUBJECT—*Honesty is the best policy*; SUBJECT—*honesty*; VERB—*is*; COMPLEMENT—*policy*; indep. neut. adnom. sentence.

Adjunct of the COMPLEMENT—*best*—adnom. word.

EXAMPLES :—Pope's sentiment, "A little learning is a dangerous thing," is false.

The question "Is there a Bourbon among us?" has excited great interest.

ADVERBIAL ADJUNCTS.

67. Having considered adjuncts of the subject of a sentence, we now proceed to notice those elements which may limit a verb.

68. All adjuncts which limit verbs are called *adverbial*.

ADVERBIAL WORDS.

69. Adverbial words are called *adverbs*.

Of adverbial words there are various classes, the principal of which are—Adverbs of *time*, of *manner*, of *place*, of *negation*, and *affirmation*.

Adverbs of *Time* :—

EXAMPLES :—He will return *soon*.

Repent *to-day*.

I shall visit him *to-morrow*.

Adverbs of *Manner* :—

EXAMPLES :—The prisoner slept *soundly*.

Live *soberly*.

Webster rose *calmly* to reply.

The boys write *indifferently*.

He blundered *egregiously*.

The jury *greatly* erred.

Adverbs of *Place* :—

EXAMPLES :—We shall not always remain *here*.

Brave men had perished *there*.

I can live *anywhere*.

Look *yonder*.

Adverbs of *Affirmation*, *Emphasis*, and *Negation* :—

EXAMPLES :—He dares *not* touch a hair of Catiline.

The witness *certainly* spoke truth.

The day of reckoning will *surely* come.

The post-boy *undoubtedly* died of fatigue.

NOTE.—It is impossible to present a complete list of adverbial words. The foregoing are merely examples of the most common ones.

COMPARISON.

70. Some adverbs are compared.

Monosyllables are usually compared by adding *er* for the comparative, and *est* for the superlative degree.

EXAMPLE :—Soon, sooner, soonest.

All others which are compared, prefix *more* for the comparative and *most* for the superlative.

EXAMPLE :—*Merrily, more merrily, most merrily.*

ADVERBIAL PHRASES.

71. The verb may be limited by one or more adverbial phrases.

First by a phrase whose essential element is a noun.

Winds moan OVER THE HILL.

(a.) ANALYSIS :—Subject — *winds* ; verb—*moan* ; ind. intrans. sentence.

Subject has no adjuncts.

Adjunct of the verb—*over hill*—adverb. phrase.

Connective—*over*—sec. adnom. ; essential element —*hill*.

Adjunct of *hill*—*the*—adnom. word.

EXAMPLES :—I cudgelled the fellow *with* a hearty good will.

We slept *under* the bridge.

I hereby protest *against* your proceedings.

To their fidelity alone, their oppressor owed the power which he now employed *for* their ruin.

By the French embassy, this scheme was warmly opposed.

At that time the king had no design of disbanding his army.

During this time the queen remained at her palace.

The river rose *above* its banks.

72. The verb may be limited by a phrase whose essential element is a personal pronoun.

EXAMPLES :—The traveler remained *with us* all day.

I call to you *with* all my voice.

Without you he accomplishes nothing.

The sheriff sent *for them*.

He wrote *to her*.

NOTE.—When personal pronouns are made the essential elements of phrases, they take the objective form.

73. The verb may be limited by a phrase whose essential element is a relative pronoun.

The cave IN WHICH *we* lay, sheltered *us*.

(a.) ANALYSIS :—SUBJECT—*cave* ; VERB—*sheltered* ; OBJECT—*us* ; indep. trans. sentence.

Adjunct of the SUBJECT—*the*—adnom. word.

Farther adjunct of the SUBJECT—*in which we* lay ; dep. intrans. sentence. CONNECTIVE—*which* ; SUBJECT—*we* ; VERB—*lay*.

No adjunct of the SUBJECT.

Adjunct of the VERB—*in which*—adverb. phrase;
CONNECTIVE—*in*—sec. adverb; ESSENTIAL ELEMENT
—*which*.

The VERB has no adjuncts.

The OBJECT has no adjuncts.

NOTE.—In this sentence, as in one already noticed, the relative pronoun, besides being the connective of an adnom. sentence, is the essential element of an adverb. phrase.

EXAMPLES:—The good people *with whom* he lived, regarded him as a strange character.

The sword *with which* he had defended himself, was wrested from his hand.

The help *that* he depended *upon*, failed.

(b.) In this sentence, *that* is the essential element of an adverb. phrase connected to *depended* by *upon*.

Such *as* he agreed *with*, remained.

(c.) *As* is a relative pronoun connecting the sentence *he agreed* to *such*. *As* is also the essential element of an adverb. phrase connected to *agreed* by *with*.

74. The verb may be limited by a phrase whose essential element is the antecedent part of a compound relative pronoun.

I decided it BY WHAT *I heard*.

(a.) ANALYSIS:—SUBJECT—*I*; VERB—*decided*; OBJECT—*it*; ind. trans. sentence.

No adjunct of the SUBJECT.

Adjunct of the VERB—*by what*—adverb. phrase;
connective—*by*—sec. adverb.; essential element—*what*
(antecedent.)

Adjunct of *what* (antecedent)—*what I heard*; CON-
NECTIVE—*what* (relative); SUBJECT—*I*; VERB—*heard*;
OBJECT—*what* (relative); dep. trans. adverb. sentence.

No adjunct of the OBJECT.

EXAMPLES :—*In what* he said, he showed a true spirit.

You shall lose my friendship *for what* you have done.

We are responsible *for what* we do.

NOTE.—When *what* is used as an adjective, it is sometimes a com-
pound word, and the *relative* part retains the force of a connective.

He learned BY WHAT INFORMATION *he obtained, that the country was im-*
passable.

(b.) ANALYSIS :—SUBJECT—*he*; VERB—*learned*;
OBJECT—*that the country was impassable*; ind. trans.
sentence.

The SUBJECT has no adjuncts.

Adjunct of the VERB—*by information*—adverb
phrase.

Adjunct of *information*—*what*—antecedent adnom.
word.

Farther adjunct of *information*—*he obtained*.

CONNECTIVE—*what* (relative); SUBJECT—*he*; VERB
—*obtained*; OBJECT—*information*; dep. trans. adnom.
sentence.

The OBJECT (of the indep. sentence) is analyzed
like other neuter sentences.

He did not reveal UNDER WHOSE PATRONAGE *he had acted.*

(c.) ANALYSIS:—SUBJECT—*he*; VERB—*did reveal*; OBJECT—*under whose patronage he had acted*; ind. trans. sentence.

The SUBJECT has no adjunct.

Adjunct of DID REVEAL—*not*—adverb. word.

The OBJECT being a sentence, we may analyze it.

CONNECTIVE—*whose*; SUBJECT—*he*; VERB—*had acted*; dep. intrans. nominal sentence.

The SUBJECT has no adjuncts.

Adjunct of the VERB—*under patronage*—adverb. phrase.

Adjunct of PATRONAGE—*whose*—adnominal word.

75. The verb may be limited by a phrase whose essential element is an imperfect active participle.

The outlaw escaped by dropping himself down from a window.

(a.) ANALYSIS: Subject — *outlaw*; verb—*escaped*; ind. intrans. sentence.

Adjunct of the subject—*the*—adnom. word.

Adjunct of the verb—*by dropping*—adverb. phrase.

Connective—*by*; essential element—*dropping*.

Object of *dropping*—*himself*.

Adjunct of *dropping*—*down*—adverb. word.

Farther adjunct of *dropping*—*from window*—adverb. phrase. Adjunct of *window*—*a*.

EXAMPLES :—*By turning* in time, the hunter saved his life.

In so doing, I am conscious of an honorable motive.

The trustees discharged the teacher *for neglecting* his school.

76. The verb may be limited by a phrase whose essential element is a perfect active participle.

They convicted him OF HAVING KILLED *his daughter*.

(a.) ANALYSIS :—Subject—*they*; verb—*convicted*; object—*him*; indep. trans. sentence.

The subject has no adjunct.

Adjunct of the verb—*of having killed*—adverbial phrase; connective—*of*—sec. adnom.; essential element—*having killed*—a perf. active participle.

Object of *having killed*—*daughter*.

Adjunct of *daughter*—*his*—adnom. word.

EXAMPLES :—He was accused *of having robbed* the treasury.

They exiled him *for having supported* the king.

We all suspected him *of having done* the mischief.

77. The verb may be limited by a phrase whose essential element is a neuter participle, which is always followed by its complement.

This complement may be a perf. passive participle.

AFTER BEING HARASSED *by marauders and worn with fatigue* they reached home.

(a.) ANALYSIS :—Subject—*they*; verb—*reached*; object—*home*; indep. trans. sentence.

The subject has no adjuncts.

Adjunct of the verb—*after being* ; connective—*after* ; essential element—the imperf. neut. participle—*being*.

Complement of *being*—*harassed*—adnom. word.

Adjunct of *harassed*—*by marauders*—adverbial phrase.

Second complement of *being*—*worn*.

Connective between *harassed* and *worn*—AND—coordinate connective.

Adjunct of *worn*—*with fatigue*—adverb phrase.

EXAMPLES :—The rogue escaped by SEEMING *humbled*.

The plaintiff received remuneration FOR HAVING BEEN *wronged*.

78. The complement of the neuter participle used as the essential element of a phrase, may be an adjective.

EXAMPLES :—The boy complained OF BEING *sick*.

The client accused the lawyer OF HAVING BEEN *false* to his interests.

He suspected me OF BEING *favorable* to the interests of the king.

My teacher punished me FOR HAVING BEEN *pugnacious*.

79. A noun may be the complement of a neuter participle used as the essential element of a phrase.

EXAMPLES :—The people accused him OF HAVING BEEN a *thief*.

FOR BEING a *traitor*, the king has deprived me of my office.

80. The verb may be limited by a phrase whose

essential element consists of a noun which has a participle for its adjunct. This phrase has no connective.

The sun BEING RISEN, *we* departed.

(a.) ANALYSIS:—Subject—*we*; verb—*departed*; ind. intrans. sentence.

Subject has no adjuncts.

Adjunct of the verb—*sun being*—adverb. phrase, consisting of a noun and participle.

Complement of *being*—*risen*.

81. In the expression *sun being risen*, we have a fact assumed which would be asserted in a neuter sentence. This element is used to limit the verb, and is equivalent to the dependent sentence *when the sun was risen*. It is therefore an adverbial element, and we shall for convenience classify it with adverbial phrases.

THIS DONE, *he* tuned his lyre.

(a.) ANALYSIS:—Subject—*he*; verb—*tuned*; object—*lyre*; indep. trans. sentence.

The subject has no adjuncts.

Adjunct of the verb—*this done*—adverb. phrase.

EXAMPLES:—The *fire having ceased* to rage, we went home.

The *work being finished*, we paid the laborers.

The *day being far spent*, we pitched our tent.

82. The verb may be limited by a phrase whose essential element is a *noun* which has no connective.

The pedestrian walked five MILES an HOUR.

(a.) ANALYSIS:—Subject—*pedestrian* ; verb—*walked* ; indep. intrans. sentence.

Adjunct of the subject—*the*—adnominal word.

Adjunct of the verb—*miles*—adverb. phrase without connective.

Adjunct of miles—*five*—adnom. word.

Farther adjunct of *walked*—*hour*—adverb. phrase—without connective.

Adjunct of *hour*—AN—adnom. word.

NOTE.—It is evident that the relation usually expressed by a connective, is understood with such nouns as *home*, *way*, *hour*, and other nouns expressing time, distance, &c. These nouns are, therefore, frequently essential elements of phrases which have no connectives.

EXAMPLES :—The army marched this *way*.

Home! you idle creatures, get you *home*.

The election will be held next *week*

83. Sometimes the phrase itself becomes the essential element of a phrase, and is connected to the word which it limits by another connective.

Indeed you would have thought that the church had been consecrated to Satan instead of TO THE DEITY.

(a.) *To* in this case connects *Deity* to *of*, and *of* connects to *the Deity* to *stead*, and *in* connects *stead* to *consecrated*.

EXAMPLE :—The mountebanks came *from over the sea*.

THE ADVERBIAL SENTENCE.

84. The verb may be limited by an *Adverbial Sentence*.

I had not returned WHEN YOU ARRIVED.

(a.) ANALYSIS:—SUBJECT—*I*; VERB—*had re-
turned*; indep. intrans. sentence.

The SUBJECT has no adjuncts.

Adjunct of the VERB—*not*—adverbial word.

Farther adjunct of the VERB—*when you arrived*;
CONNECTIVE—*when*; SUBJECT—*you*; VERB—*arrived*;
dep. intrans. adverb. sentence.

EXAMPLES :—The governor left *when the train came in*.

Thieves go about *while honest men sleep*.

The mystery shall remain *till the sea gives up her dead*.

I care not WITH WHOM YOU ASSOCIATE.

(b.) ANALYSIS :—SUBJECT—*I*; VERB—*care*;
indep. intrans. sentence.

The SUBJECT has no adjuncts.

Adjunct of the VERB—*not*—adverbial word.

Farther adjunct of the VERB—*with whom you asso-
ciate*; CONNECTIVE—*whom*; SUBJECT—*you*; VERB—
associate; dep. intrans. adverb. sentence.

Adjunct of *associate*—*with whom*—adverb. phrase;
connective—*with*; essential element—*whom*.

(c.) NOTE.—*Whom* considered as the essential element of the phrase is a *responsive pronoun*.

The keepers wondered BY WHAT MEANS THE CONVICT ESCAPED.

(d.) ANALYSIS:—SUBJECT — *keepers*; VERB—*wondered*; indep. intrans. sentence.

Adjunct of the SUBJECT—*the*—adnom. word.

Adjunct of the VERB—*by what*; CONNECTIVE—*by* (sec. adverb;) ess. rel. el.—*means*; adv. phrase.

Adjunct of MEANS—*what* (as antecedent) adn. word.

Further adjunct of MEANS—*convict escaped*; CONNECTIVE—*what*; secondary adv.: dep. adv. sentence.

Adjunct of the SUBJECT—*the*—adnom. word.

Adjunct of the VERB—*by means*—adverb. phrase; CONNECTIVE—*by*—sec. adverb; ESSENTIAL ELEMENT —*means*.

Adjunct of *means*—WHAT—adnominal word.

They will obtain the prize, IF THEY PERSEVERE.

(e.) *If they persevere* is a dep. intrans. adverb. sentence connected by *if* to *will obtain*.

EXAMPLES OF ADVERBIAL SENTENCES.

If the enterprise is successful, its opposers will be silenced.

Though he slay me, I will trust in him.

Except ye repent, ye shall all likewise perish.

I will not strike him, *unless he resists me*.

I care not whether you go or stay.

Take heed lest ye fall.

They attacked me while I slept.

“ I saw him once before

As he passed by my door,

7*

And again,
 The pavement stones resound,
As he totters o'er the ground
 With his cane."

Before the day dawned, we were upon our journey.
 After I had thus delivered my sentiments, I experienced great relief.

"Come to the bridal chamber, death !
 Come to the mother *when she feels*,
 For the first time, her firstborn's *breath* ;
 Come *when* the blessed *seals*
 That close the pestilence are broke,
 And crowded cities wail its stroke :
 Come in consumption's ghastly form,
 The earthquake shock, the ocean storm ;
 Come when *the heart* beats high and warm,
 With banquet *song*, and dance and wine ;
 And thou art terrible."

ADJUNCTS OF THE OBJECT IN A TRANSITIVE SENTENCE.

85. The object may be limited by any adjunct that can modify the subject. (See article on adjuncts of the subject.)

(a.) The object may be limited by one or more adnom. words.

EXAMPLES :—I saw *a great, white* THRONE.

The Mexicans had already built a *strong stone* FORT.

At this moment we heard a *slight* RUSTLE in the tall grass.

(b.) The object may be limited by an adnom. phrase.

EXAMPLES :—At this place we witnessed a grand trial *of strength* between two Choctaws.

Hildreth has written a HISTORY *of the United States*.

Have you read the WORKS *of Bacon*?

No man fully comprehends the PHILOSOPHY *of life*.

Mercury always had an INCLINATION *to steal*.

(c.) The object may be limited by an adnominal sentence.

EXAMPLES :—We know the MAN *whom you have described*.

The old gentleman soon heard a TITTING in the crowd, *for which he could not account*.

This act redeemed a CHARACTER *which had been blackened* by many crimes

ADJUNCTS OF THE COMPLEMENT IN A NEUTER SENTENCE.

86. When the complement is a noun or pronoun, it may be limited by any adjunct that can limit the subject: viz., one or more adnom. words, phrases, or sentences.

EXAMPLES :—Our Washington was a *glorious* HERO.

My uncle was always *an overbearing, rude* MAN.

Take pity on me, sir, I am a MAN *in deep trouble*.

He wore sandals on his feet, and his head-dress was a TURBAN *of many colors*.

The Bible is a BOOK *which all should study*.

He was a STATESMAN *who always lifted his voice against corruption*; he was a SOLDIER *who was, at all times, ready to do battle against injustice*.

87. When the complement is an adjective or participle, it may be limited by one or more adverbial words, phrases, or sentences.

EXAMPLES:—The enemy are ADVANCING *rapidly*.

Yon drunkard is *utterly* LOST.

I am WEARY *of* labor.

“My father,” said she, “will be ANGRY *if you interfere*.”

The king was DISTURBED *because he had seen a vision*.

CHAPTER VII.

SUBJECT OF VERBS INFINITIVE AND PARTICIPLES.

1. The noun or pronoun whose action or existence is expressed by a verb infinitive, is called the subject of the infinitive.

EXAMPLES :—I plunged in and bade *him follow*.
 He commanded *me to desist*.
 The ant told the *butterfly to go* about his business.

2. The subject of a sentence is often also subject of an infinitive which follows the verb.

EXAMPLES :—He promised *to undertake* the work.
 I wish *to know* the facts.
 I am *to write* an exercise.
 We determined *to try* an experiment.

3. Frequently the infinitive with its subject, forms the objective element in a transitive sentence.

Our friends urged us to pursue the fugitive.

(a.) ANALYSIS :—Subject—*friends* ; verb—*urged* ;
 object—*us to pursue* ; indep. trans. sentence.

Adjunct of the subject—*our*—adnom. word.

No adjuncts of the verb.

(b.) The object is composed of the objective pro-

noun *us* and the infinitive *to pursue*, of which *us* is the subject and *fugitives* the object.

EXAMPLES :—The astonished savage saw the *balloon sail* through the skies.

I have seen the *smoke rise* from a hundred burning cities.

4. The essential element of a phrase is sometimes an infinitive with its subject.

For ME TO LIVE is Christ.

(a.) *Me to live* is the essential element of the phrase *for me to live*, while the whole phrase is subject of *is*.

EXAMPLE :—It is perhaps well enough, *for a man* of long experience *to make* the attempt, but *for a boy to undertake* such a work, is simply ridiculous.

(b.) This use of the infinitive is idiomatic, and the phrase with its infinitive is subject of the verb.

5. The infinitive, however, is most frequently used to express an action abstractly, in which case, it is used as a phrase and has no definite subject.

The desire TO LIVE is innate.

(a.) Here *to live* is an adnominal phrase limiting *desire*, and has no definite subject.

EXAMPLES :—*To serve* you is my desire.

It was dangerous to encounter him.

To CLIMB the precipice was a dangerous experiment.

(b.) In this case *to climb* is a nominal phrase, subject of the verb *was*, and has itself no definite subject.

THE SUBJECT OF PARTICIPLES.

6. The noun or pronoun which is limited by a participle, may be called its subject.

Islands YIELDING *every variety of fruits, dotted the sea.*

(a.) *Yielding* is a participle limiting *islands* which is its subject.

7. A noun or pronoun which is subject of a participle, may be subject or object of a sentence or the essential element of a phrase.

LEVELING *his pistol, the hunter deliberately fired.*

(a.) In this case *hunter*, the subject of the participle, is also subject of the sentence.

EXAMPLES:—*Fighting* for the right, he gained a glorious martyrdom.

Uncas, *running* at full speed, soon overtook the frightened maid.

I left my father weeping.

(b.) Here *father*, the subject of *weeping*, is object of the verb *left*.

EXAMPLES:—They pushed Gilkison, still *begging* for mercy, to the end of the plank.

He spurned me *kneeling* at his feet.

The bystanders remained with their heads UNCOVERED.

(c.) In this case, the essential element of the phrase *with heads*, is the subject of the participle *uncovered*.

EXAMPLES :—The tree grew near the brink of a PIT partially *filled* with rubbish.

They next attempted to throw me INTO the SEA *roaring* horribly below.

8. Frequently the participle with its subject, forms the objective element in a transitive sentence.

We heard the STORM HOWLING.

(a.) ANALYSIS :—Subject—*we* ; verb—*heard* ; object—*storm howling*.

The subject has no adjuncts.

The verb has no adjuncts.

The object is composed of the noun *storm* and the participle *howling*, the subject of which is *storm*.

Adjunct of *storm*—*the*—adnom. word.

EXAMPLES :—I saw the *city burning*.

Did you hear the *child crying* ?

CHAPTER VIII.

OBJECT OF VERBS INFINITIVE AND PARTICIPLES.

1. A transitive verb in whatever mode, requires an element in the objective relation.

He sought TO AVOID *the CONSEQUENCES.*

(a.) ANALYSIS :—Subject—*he* ; verb—*sought* ; object—*to avoid* ; indep. trans. sentence.

The subject has no adjunct.

The verb has no adjunct.

The object *to avoid* is itself a transitive verb infinitive, and consequently requires an object.

Object of the infinitive *to avoid*—CONSEQUENCES.

We can OUTNUMBER *THEM.*

(b.) ANALYSIS :—Subject—*we* ; verb—*can* ; complement of *can*—OUTNUMBER—a verb infinitive ; indep. intrans. sentence.

The subject has no adjunct.

Object of *outnumber*—THEM.

EXAMPLES :—The injured man *whom* you dare not *confront*, implores you *to spare* his children.

The poor man desired me to ask *that* your honor would *send* relief.

(c.) In this example, the sentence *that your honor would send, &c.*, is the object of the transitive infinitive *ask*, and *relief* is the object of the trans. infinitive *send*.

OBJECT OF TRANSITIVE PARTICIPLES.

2. Transitive participles require an element in the objective relation.

TURNING *their* HORSES, *the* troops rode back to the fort.

(a.) ANALYSIS: Subject—*troops*; verb—*rode*; indep. intrans. sentence.

Adjunct of the subject, *the* and *turning* adnominal words.

Object of *turning*—HORSES.

Adjunct of horses—*their*—adnominal word.

Adjunct of the verb—*back*—adverbial word.

Farther adjunct of the verb—*to fort*—adverbial phrase; connective—*to*—sec. adverb; essential element—*fort*.

Adjunct of *fort*—THE—adnominal word.

He arrests Captain George, honest George, WHOM we all delight in
KNOWING.

(b.) In this sentence *in knowing* is an adverbial phrase—the adjunct of *delight*, and *whom* is the object of the active transitive participle *knowing*.

BELIEVING WHAT *I believe, I cannot sanction this act.*

(c.) ANALYSIS:—SUBJECT—I; VERB—can; complement of *can*—SANCTION; indep. intrans. sentence.

Adjunct of the SUBJECT—*believing*—adnominal word.

Object of *believing*—WHAT (antecedent.)

Adjunct of *what* (antecedent)—WHAT I BELIEVE: con. what (rel.) sec. adnom.; SUBJECT—I; VERB—BELIEVE; OBJECT—what (relative;) dep. trans. adnom. sentence.

Adjunct of the VERB—*not*—adverbial word.

Object of *sanction*—*act*.

Adjunct of *act*—THIS—adnominal word.

(d.) NOTE.—The object of a participle, like the object of a verb, may be a *word, phrase, or sentence*.

EXAMPLES:—*Promising* us another visit, our friends departed.

Promising TO VISIT us again, our friends departed.

Promising THAT THEY WOULD VISIT US AGAIN, our friends departed.

CHAPTER IX.

GERERAL LIMITATION OF WORDS.

(1.) A noun or pronoun, in whatever relation it stands to other words in the sentence, may be limited by an adnominal word, an adnominal phrase, or an adnominal sentence.

NOTE.—The noun and pronoun possessive are not often limited by an adnominal phrase or sentence.

ADNOMINAL WORDS.

2. A noun or pronoun in any relation, may be limited by a noun in apposition.

We sent letters by Peter, the POST-BOY.

(a.) ANALYSIS:—Subject—*we*; verb—*sent*; object—*letters*; indep. trans. sentence.

The subject has no adjuncts.

Adjunct of the verb—*by Peter*—adverbial phrase.

Adjunct of *Peter*—POST-BOY—adnominal word—a compound noun in apposition.

Adjunct of *post-boy*—THE—adnominal word.

EXAMPLES :—Simon, *son* of Jonas, lovest thou me ?

I, *James*, who saw the deed, can testify.

The lion, grim *monarch* of the forest, roams in these wilds unmolested.

3. Common nouns in any relation, may be limited by proper names.

(a.) NOTE.—Nouns here called *common* are frequently common only in respect to the limiting proper noun. In fact the distinction of common and proper nouns is seldom absolute.

ROBERT *Fulton first tried navigation by steam*

(a.) The proper name *Robert* here limits the more common noun *Fulton*.

EXAMPLES :—*Franklin* Pierce was elected president.

We are all acquainted with the *Arnold* treachery.

Lately we hear less of the *Bourbon* question.

4. A proper noun in any relation, is sometimes limited by a common noun.

EXAMPLES :—An old soldier was seen weeping at the grave of *General* Jackson.

Who does not love the memory of the brave *Count* Pulaski?

5. A noun in any relation may be limited by a noun or pronoun possessive.

EXAMPLES :—The valorous *Don's* safety lay in his light-footedness.

The monster stole away *my* children.

The company were soon in sight of the *Indians'* huts.

Let every *freeman's* deepest interest be in his *country's* good.

We have at last discovered *your* motive.

6. A noun or pronoun in any relation may be limited by an intensive pronoun.

EXAMPLES :—The sheriff at last found the old rogue *himself* hidden in the wood.

In his impious boldness, he laid violent hands on the shrine *itself*.

You *yourself* condemn me.

7. A noun in any relation, may be contained in, and limited by, one of the double pronouns, *mine*, *thine*, *his*, *hers*, *ours*, *yours*, *theirs*.

He forgot his hatchet and tried to borrow MINE.

(a.) The word *mine* is a double pronoun equivalent to *my hatchet*.

EXAMPLES :—I have lost my pen : will you lend me *yours* ?

The hut stood on the limit of Rolfe's plantation : which, you know, joined *mine*.

I have no confidence in my own discretion, but I can trust in *yours*.

8. A noun in any relation may be limited by the relative pronoun possessive.

(a.) NOTE.—*Whose* is the common possessive of all the relative pronouns.

This is he WHOSE story you have often heard.

(b.) *Whose* is a relative pronoun possessive and as an adnominal word limits *story*.

EXAMPLES :—The benefactor through *whose* influence you gained wealth, is a beggar at your door.

Macdonald was a brawling fellow *whose* character every one despised.

9. Any noun, whatever be its relation, may be limited by an adjective.

EXAMPLES :—He was a *hardy* laborer.

The tower stood near the top of a *steep* hill.

Your house is *stronger* than mine.

My lord also had *this bad* habit.

10. A noun or pronoun in any relation, may be limited by an imperfect trans. or intrans. participle.

I left him RAVING like a madman.

(a.) *Raving* is an adnominal word—an intransitive imperfect participle, limiting *him*.

EXAMPLES :—I saw my son *burning* to avenge my wrongs.

What is the name of yonder horseman *riding* at such a furious pace?

11. A noun or pronoun in any relation, may be limited by a perfect trans. or intrans. participle.

The child HAVING INHERITED nothing, was wholly dependent on my father's bounty.

(a.) *Having inherited* is here an adnominal word limiting *child*. *Having inherited* is a perf. trans. participle.

12. A noun or pronoun in any relation, may be limited by an imperfect or perfect neuter participle followed by its complement.

This building BEING MADE of wood, they quickly destroyed.

(a.) In this example *being* is an imperfect neuter participle limiting *building*. It is followed by its complement *made*, which also limits *building*.

EXAMPLES :—The experiment *having been tried* once before, we easily performed it
 In this crazy craft, *having been abandoned* for years as unseaworthy, we at last set sail.
 Upon me, *being already faint and weary*, they placed a heavy load.

13. A noun or pronoun in any relation, may be limited by a perfect passive participle.

EXAMPLES :—The 3d regiment, *dressed* in full uniform, was on drill.
 The captain, *astonished* at such impudence, replied—

14. GENERAL EXAMPLES IN ADNOMINAL WORDS.

We heard the footfall of Bigfoot, our old *enemy*.
Benedict Arnold betrayed his country.
Commodore Perry gained a great victory.
The blacksmith's strength is in his arm.
My life is dear to me.
 By the judge *himself* was the theft committed.
 My wife, *whose* disposition was not the sweetest, next beset *me*.
 He buried his treasures under a *dwarf* oak.
 I heard him *stamping* and *cursing* awfully.

ADNOMINAL PHRASES.

15. A noun or pronoun, in any relation, may be limited by an adnominal phrase whose essential element is a noun or pronoun.

EXAMPLES :—We contend for the liberty *of the press*.
 Truly this knight had a heart *of stone*.
 He *of the green armor* thus replied.
 My father gave me a choice *of the professions*.
 This city has gates *of pearl* and streets *of gold*.
 "I saw the curl *of his waving lash*.
 And the glance *of his knowing eye*."

He sought fame, *of which* he knew the EMPTINESS.

Next was a cage of *iron*, which held a crowd of *monkeys*.

A mountain the TOP *of which* was hidden by clouds, rose on our left.

Here is the PLAIN *that* I rode over.

(a.) The phrase *over that* limits plain.

16. A noun or pronoun in any relation, may be limited by an adnominal phrase, whose essential element is a perfect or imperfect participle, trans. or intransitive.

EXAMPLES :—I will give you a FORM *for writing* a note.

He had the rare HABIT *of steadily pursuing* one train of thought at a time.

He was arrested on SUSPICION *of having stolen* the money.

The soldier received forty lashes, as a PUNISHMENT *for having violated* orders.

These circumstances seem to have called into requisition all your tact *in lying*, and shrewdness *in cheating*.

17. A noun or pronoun, in any relation, may be limited by an adnominal phrase, whose essential element is a neuter participle, perfect or imperfect, followed by its complement.

I confess I had no HOPE of being released.

(a.) *Of being* is here the phrase limiting *hope*—*being* is the essential element, and is followed by its complement *released*, which also limits *hope*.

EXAMPLES :—The FACT *of having been free* once, made my chains more galling.

These runaways well knew the CONSEQUENCES *of being caught*.

All this was the RESULT *of having been inactive* so long.

I was in despair at the CERTAINTY *of being a prisoner* for life.

18. A noun, in any relation, may be limited by an adnominal phrase whose essential element is a verb infinitive.

EXAMPLES :—My friend always showed a determination *to excel*.

We are surrounded by incentives *to labor*.

19. When the essential element of a phrase is a trans. verb infinitive, it requires an object ; when it is a neut. infinitive, it always requires its complement.

EXAMPLES :—He succeeded in his effort *to procure a cessation of hostilities*.

The Englishman also gave a promise *to reward us*.

Your DESIRE *to be foremost* renders you disagreeable.

The soldier was shot on account of a THREAT *to desert the army*.

If you give a pledge *to be a peaceable man*, you shall not be disturbed.

20. A noun or pronoun may sometimes be limited by a phrase in apposition.

EXAMPLES :—Then all my brother's labors ; *to draw the water, to cut the wood, and many other things*, fell to me.

"THIS was earth's liberty, its nature this

— Each man *to make* all subject to his will."

ADNOMINAL SENTENCES.

21. A noun may be limited by a sentence in apposition.

The poor man was impressed with a belief, THAT THE IMAGE OF HIS FATHER STOOD BESIDE HIM.

(a.) The sentence *that father stood*, is in apposition with *belief*, and consequently limits it.

EXAMPLES :—“ This fool holdeth the OPINION, *that the earth is round, and that it traveleth yearly around the sun.*”

He died happy in the certainty *that death is not an eternal sleep.*

The sentiment of Pope, “ *A little learning is a dangerous thing,*” contains a dangerous fallacy.

22. A noun or pronoun, in any relation, may be limited by an adnominal sentence whose connective is a relative pronoun.

The party discovered a river WHICH EMPTIES INTO THE GULF.

(a.) The sentence *which empties into the gulf*, limits *river*.

EXAMPLES :—There is a hope which no adversity can destroy.

Hear the voice of him who speaks to you.

The world knows the motive which you have attempted to conceal.

I myself attempted to teach this boy whom the master had given up.

William was proud to stand near him who had always been his friend.

I have slain *such as you are.*

He chose from our company as **MANY** as *he wanted*.
 Greater **COMMOTION** *than I had ever seen* now commenced.
 (See articles on *as* and *than* in adnominal sentences
 qualifying the subject.)
 We obtained more **FOOD** *than we wanted*.
 Thomas saw **WHAT** I DESCRIBED.

(b.) ANALYSIS:—SUBJECT—*Thomas*; VERB—*saw*; OBJECT—*what* (*antecedent*) indep. transitive sentence.

No adjunct of the SUBJECT.

No adjunct of the VERB.

Adjunct of the object—*what* (*relative*) *I described*; CONNECTIVE—*what* (*relative*); SUBJECT—*I*; VERB—*described*; OBJECT—*what* (*relative*); dep. transitive sentence.

EXAMPLES:—I saw in the distance what seemed to be a raft.

The traveler stood beside what was once a great city.

In this way Simon obtained whatever he coveted.

23. A noun or pronoun may be limited by an adnominal sentence, whose connective is a relative pronoun, which is also the essential element of a phrase limiting another word.

He played a trick for WHICH I was prepared.

(a.) ANALYSIS:—SUBJECT—*he*; VERB—*played*; OBJECT—*trick*; indep. trans. sentence.

The SUBJECT and VERB have no adjuncts.

Adjunct of the OBJECT—*for which I was prepared*; CONNECTIVE—*which*; SUBJECT—*I*; VERB—

was ; COMPLEMENT—*prepared* ; dep. neuter adnom. sentence.

The SUBJECT and VERB have no adjuncts.

Adjunct of the COMPLEMENT—for *which*—adverb. phrase.

EXAMPLES :—The murderers rushed into the house *in which my father lived*.

It is your promise *in which I trust*.

The tinker always carried a tin flask, *of which I did not then know the use*.

A part *of what was found* was valuable.

24. A noun or pronoun may be limited by an adnom. sentence, whose connective is a relative pronoun possessive, which is the adjunct of another noun.

I felt a compassion for the peasant WHOSE MULE I HAD TAKEN.

(a.) ANALYSIS : — SUBJECT — *I* ; VERB — *felt* ; OBJECT—*compassion* ; indep. trans. sentence.

The SUBJECT has no adjuncts.

Adjunct of the VERB—for *peasant*—adverbial phrase.

Adjunct of the OBJECT—*a*—adnominal word.

Farther adjunct of *peasant*—*whose mule I had taken* ; CONNECTIVE—*whose* ; SUBJECT—I ; VERB—*had taken* ; OBJECT—*mule* ; dep. trans. adnom. sentence.

SUBJECT and VERB have no adjuncts.

Adjunct of the OBJECT—*whose*—adnominal word.

EXAMPLES :—He was a man whose highest ambition was to please his palate.

The miners discovered a vein whose richness exceeded their highest expectations.

25. A noun, in many relations, may be limited by an adnominal sentence whose connective is not a relative pronoun.

EXAMPLES :—No one knows the DAY *when he must die*.

Show me the PLACE *where the battle was fought*.

I will tell you the REASON *why you are disappointed*.

ADVERBIAL WORDS.

26. Any verb, participle, adjective, or adverb, may be limited by one or more adverbial words.

EXAMPLES :—Great masses MOVE *slowly*.

I overtook him sauntering LAZILY *along*.

The traveler's eye next falls upon a chasm, broad and *very DEEP*.

Tell the advance guard to push forward *more RAPIDLY*.

He only insisted upon it the *MORE STRONGLY*.

ADVERBIAL PHRASES.

27. A verb, participle, or adjective, may be limited by one or more adverbial phrases.

28. A verb, participle, or adjective, may be limited by an adverbial phrase, whose essential element is a noun or pronoun.

EXAMPLES :—The hermit DWELLS *in the wood*.

My friend was SITTING *near a rock*.

This medicine is GOOD *for colds*.

The beauteous landscape was MADE *for me* as well as *for* the proud *man* who calls it his.

Three men passed me, GOING *in great haste*.

A gentleman was WAITING *for me*.

I believe I was always KIND *to her*.

I forget the name of the village *at which* we STOPPED.

My neighbors, *with whom* I had TALKED before *on the subject*, were of my opinion.

As many *as* he CONVERSED *with*, he deceived.

(a.) *As* is a relative pronoun in this example, and is the essential element of an adverbial phrase connected to *conversed* by *with*.

The weapon *that* I FOUGHT him *with*, was an ax.

(b.) Here *that*, beside being the connective of an adnominal sentence, is the essential element of an adverbial phrase, the adjunct of FOUGHT, and connected to it by *with*—sec. adverb. connective.

EXAMPLES :—The invalid *with whom* he was TRAVELING was a decided wag.

The animal, in PURSUIT *of which* he had forgotten food and rest, was yet out of reach.

The capital *that* Astor began TRADING *with*, was small.

The boy begged FOR WHAT he wanted.

(c.) ANALYSIS :—SUBJECT — *boy* ; VERB — *begged* ; indep. intrans. sentence.

Adjunct of the VERB—*for what* (ANTECEDENT) ; adverbial phrase ; connective — *for* — sec. adverb ; essential element—*what*, (antecedent.)

Adjunct of *what*, (antecedent,) — *what he wanted* ; CONNECTIVE — *what*, (relative ;) SUBJECT—*he* ; VERB

—*wanted*; OBJECT — *what* (relative;) dep. transitive adverbial sentence.

EXAMPLES :—The captain was always READY *with what* he had.

The commodore determined to RESIST *with what force* he could muster.

The dying miser was CLUTCHING his gold *with what strength* he had left.

The thief refused to tell *from whose pocket* he HAD STOLEN the money.

For whose death are you MOURNING ?

Peter was glad when the brother, *for whose money* he had waited long, died.

29. A verb, participle, or adjective, may be limited by an adverbial phrase whose essential element is a perfect or imperf. participle, trans. or intrans.

EXAMPLES :—*By leaping* the ditch the chieftain GAINED a safe place.

Harry HASTENED his death *by taking* medicine.

The soldier was PUNISHED *for deserting*.

I am WEARY *of toiling*.

The old fellow was WEARYING us *by telling* a long story of wo.

A pen is USEFUL *for writing*.

He was HANGED *for having slain* his brother.

After having bound me, my master FLOGGED me,

He TURNED his attention *to gambling*.

The countryman was COMPLAINING of *having lost* his money.

The poor boy was SORRY *for having left* his parents.

30. A verb, adjective, or participle, may be limited by an adverb. phrase whose essential element is a neuter participle followed by its complement.

EXAMPLES :—The gambler himself COMPLAINED of *having been* CHEATED.

He was ANGRY *at having been* DECEIVED.
 The house was SUSPECTED *of being* HAUNTED.
 The holy man REJOICED *in being* a MARTYR.
 He was SICK *of being* a SLAVE.
 We were DETERMINED *on being* FREE.

31. A verb, adjective, or participle, may be limited by an adverbial phrase whose essential element is a verb infinitive.

EXAMPLES :—The victim of this cruelty LONGED *to die*.
 His clansmen were DETERMINED *to avenge* his death.
 The workmen are EAGER *to begin*.

32. When the essential element is a transitive verb infinitive, it takes an object; when it is a neuter infinitive it always requires its complement.

EXAMPLES :—I will ORDER him *to leave* the GROUND.
 He was COMMANDED *to take* the FORT.
 We were not SORRY *to leave* this PEST behind.
 The way is said *to be* DIFFICULT.
 The cave was SUPPOSED *to have been* a RESORT for robbers.
 She was READY *to be* a MARTYR for the cause of truth.
 Webster was REPORTED *to have been* opposed to the bill.

33. A verb, participle, or adjective, may be limited by a phrase without a connective, and whose essential element is a noun and a participle.

Our ERRAND BEING finished, we left her.

(a.) *Errand being* is an adverbial phrase limiting *left*. *Finished* is the complement of *being*. If we analyze this phrase more closely, we shall find

that *errand* is the subject of the assumed predicate *being finished*, and, since a participle always limits its subject, *being* and *finished* are adnominal words limiting *errand*, while the phrase taken as a unit limits the verb *left*. This construction has other forms.

EXAMPLES :—"By its own hand it **FELL**, *part slaying part*."

Our visitors *having departed* we were **ALONE**.

His knapsack *having been* **PACKED**, he was **READY** for a march.

34. A verb, participle, or adjective, may be limited by an adverbial phrase, without a connective whose essential element is a noun.

EXAMPLES :—The siege **LASTED** a year.

He was **FASTING** forty days.

The stars were **BRIGHT** all night.

The horse **RAN** a mile.

35. Some interjections are limited by adverbial phrases.

EXAMPLE :—**ALAS** for poor human nature!

ADVERBIAL SENTENCES.

36. A verb, participle, or adjective, may be limited by one or more adverbial sentences.

EXAMPLES :—This glutton always **SLEPT** *when he was not eating*.

He was never **SICK** *while he was a sailor*.

Albert was **GONE** *when the roll was called*.

TOILING, *for I had never learned to be idle*, I spent my time contentedly.

It is well KNOWN *for whom you are searching.*

The teacher EXPLAINED *by what process the result was found.*

His father was ANGRY *because he had told a lie.*

37. Several words, used as secondary connectives, have also some force as adjectives; as adjectives they are sometimes limited by adverbial adjuncts.

Your son appears SOMEWHAT *like you*

(a.) ANALYSIS:—*Subject*—son; *verb*—appears; indep. intrans. sentence.

Adjunct of the subject—*your*—adnom. word.

Adjunct of the verb—*like you*—adverb. phrase.

Adjunct of *like*, (in its adjectival force,)—*somewhat*—adverb. word.

EXAMPLES:—The house stood *very* NEAR the hill.

The knife is *well* WORTH a dollar.

CHAPTER X.

INDEPENDENT WORDS.

1. Words having no grammatical relation to other words in the sentence are called independent words.
2. The name of a person or thing addressed is an independent word.

JAMES, attend to your studies.

(a.) *James* is an independent word—the name of a person addressed.

EXAMPLES :—John, come here.

Samuel, stand still.

Earth, thou art a hill to me.

3. NOTE.—In many cases the noun independent by address, has merely the force of an interjection. If I see my friend, with whose name I am perfectly familiar, standing in a perilous place, my first movement is to arrest his attention. This I do by calling his name, "PETER!" His attention being thus secured, I continue, "COME AWAY." Now, if in my excitement I have forgotten his name, I say, "HALLOO!" for the same purpose, and then give him the same command. No one will deny that *halloo* is an interjection grammatically independent of the sentence in which it is found. Does the office that the noun *James* performs in the first expression differ from that of *halloo* in the second? They are both independent words, used to arrest attention, and both are substitutes for a suppressed sentence.

4. Nouns are frequently made independent by exclamation.

EXAMPLES :—Ah, the *misery* of suspense !

Oh, the *desolation* of bereavement !

A *horse* ! a *horse* ! My kingdom for a horse !

Life ! *life* ! Only let me live.

“ Our *fathers*, where are they ! ”

“ Remorseless *Time*—

Fierce *spirit* of the glass and scythe—what power

Can stay him in his silent course, or melt

His iron heart to pity ! ”

5. INTERJECTIONS are independent words.

EXAMPLES :—Oh, how I loved that gracious boy !

Hush ! did you hear a footstep ?

“ *Ho* ! cowards, have ye left me

To meet him here alone ! ”

6. NOTE.—Interjections, as well as nouns independent, must be regarded as substitutes for *independent sentences*. *Alas* that thou shouldst die, is equivalent (grammatically) to *It is sad* that thou, &c. Thus frequently we find the interjection limited precisely as though the sentence, instead of the substituted word, were written. In fact, many interjections being intransitive verbs in the imperative mode, are complete sentences in themselves.

EXAMPLES :—Ho ! look ! hush ! hist ! avaunt ! away ! farewell !

7. Many interjections are transitive imperatives.

EXAMPLES :—Hold ! lo ! see ! behold ! &c.

EXAMPLE :—*Lo* the poor Indian, &c.

8. Many interjections are adjectives, which in the full construction, are complements of neuter verbs.

(a.) EXAMPLES :—*Welcome!* = (You are welcome,) *strange!* = (It is strange,) &c. &c.

But from whatever words they are derived, they are mere substitutes for sentences, which it is usually easy to state.

Many interjections are followed by a nominal sentence.

“ *Oh*, THAT I WERE INNOCENT AGAIN.”

(a.) This sentence is equivalent to I WISH *that I were*, &c.

EXAMPLES :—Alas ! my noble boy, that thou shouldst die.”

“ Oh that I were as in months past.”

CHAPTER XI.

OF THE COMPLEMENT OF WORDS.

1. Any element in language which completes the sense of a word may be called its *complement*. The complement may be a word, phrase, or sentence.

2. The object of a transitive verb may be called its complement, since the object completes the sense of the verb.

EXAMPLES :—I had a *dream*.

The committee desired *to retire*.

I fear *that the worst is yet to come*.

3. In the neuter sentence as before shown, the verb must be followed by a complement, *which is an adjunct of the subject*.

EXAMPLES :—Ye are *knaves*.

They seem *in earnest*.

The truth is, *we have lost our way*.

4. The neuter verb infinitive or participle must be followed by a complement which is an adjunct of its subject.

I desire to be lenient.

(a.) *Lenient* is the complement of *to be* and an adjunct of *I*, which is the subject of *to be*.

Being in great danger, we fled.

(b.) *In danger*, an adnom. phrase, is the complement of *being* and the adjunct of *we*, which is the subject of *being*.

Having been THWARTED in my endeavors, I left the ground.

(c.) When the neuter infinitive or participle is used nominally, it frequently has no subject, but is still followed by a complement.

His being a clergyman did not deter him from engaging in politics.

(d.) *Being* in this example is subject of the sentence, and *clergyman* is its complement.

To be EMINENT in learning requires long study.

5. A passive participle derived from a transitive verb, whose object is composed of two nouns, or a noun and a pronoun, meaning the same person or thing, will be followed by one of these nouns as its complement, while the other becomes the subject of the sentence.

(a.) In the example,

They named him Jacob.

when the transitive verb *named* is changed to a

passive participle, the noun *Jacob* becomes its complement, while *him* takes the subjective form, and is the subject of the neuter sentence; as, he was *named* JACOB.

The disciples were called Christians.

(a.) Sub.—*disciples*;—verb—*were*; complement—*called*; indep. neuter sentence, complement of the passive participle *Christians*.

EXAMPLES :—Sikes was elected *leader*.

The pupils were taught *book-keeping*.

They were termed *Shakers*.

The defective verbs, *may*, *can*, *must*, *might*, *could*, *would*, *should*, *shall*, *will*, *do*, and *ought*, are each followed by an infinitive, which forms its complement—the infinitive is not preceded by its usual sign except when used as the complement of *ought*.

EXAMPLES :—What could one want better for a place of retirement?

A village shaded by elms cannot but be handsome.

We ought always to have regard for the feelings of others.

EXAMPLES FOR EXERCISES AND REVIEW.

EXAMPLES OF TRANSITIVE SENTENCES.

Page 25, No. 20.

"The Scottish clans in headlong sway,
Had swept the scarlet ranks away."—*Scott*.

"Events now shaped themselves."—*Bancroft*.

"His followers repeated his new title with affectionate delight."—*Macaulay*.

"He professed in vehement terms his remorse for his treason."—*Ibid*.

EXAMPLES OF INTRANSITIVE SENTENCES.

Page 25, No. 21.

"His heart sank within him."—*Macaulay*.

"Proctor and his suite escaped by timely flight to Ancaster, at the head of Lake Ontario."—*Hildreth*.

"Here unmolested through whatever sign
The sun proceeds, I wander."—*Cowper*.

"High on a throne of royal state Satan exalted sat."

EXAMPLES OF NEUTER SENTENCES.

Page 25, No. 22.

"Your graves are dug amid the dismal clouds."

Pollok.

"Black was her garb, her rigid rule

Reformed on Benedictine rule."—*Scott.*

"Her face was pale and thin—her figure too

Was changed."—*Wordsworth.*

"My sword is thine."—*Baillie.*

"He was a tender husband, an affectionate parent."—*Bancroft.*

"Those Virginians are men; they are noble spirits."

EXAMPLES OF DEPENDENT AND INDEPENDENT SENTENCES.

Page 26, Nos. 23, 24, 25.

"Give me the line that plows its stable course

Like a proud swan."—*Cowper.*

"In every country there were elderly gentlemen who had seen service which was no child's play."—*Macaulay.*

"A third had defended his house till Fairfax had blown in the door with a petard."—*Ibid.*

"In days of old when Arthur filled the throne,
Whose acts and fame to foreign lands were blown,

The king of elves and little fairy queen
Gambol'd on heaths, and danced on every green ;
And when the jolly troop had left the round,
The grass unbidden rose."—*Dryden*.

"Now, while I taste the sweetness of the shade,
While nature lies around in deep-lulled noon,
Now come, bold Fancy, spread a daring flight,
And view the wonders of the torrid zone."

Thomson.

"But all in vain : for as the distant hill,
Which on the right or left, the traveler's eye
Bounds, seems advancing as he walks, and oft
He looks, and looks, and thinks to pass, but still
It forward moves, and mocks his baffled sight,
Till night descends and wraps the scene in gloom,
So did this moral height the vision mock ;"

Pollok.

"When the doors were thrown open, and Conway went forth, there was an involuntary burst of gratitude from the grave multitude, which beset the avenues ; they stopped him ; they gathered round him as children round a parent, as captives round a deliverer."—*Bancroft*.

Page 26, Nos. 26, 27.

"His reply was, he had come to conquer or die."
—*Irving*.

"I am of the family of Zobier, who are fools in the full of the moon, and if you look at the heavens you will see *that this is my day.*"—*Irving.*

"This was Saturday night, and on Monday he foretold to his servants that 'by eight of the clock next morning they should lose their master.' "

"The beautiful part of this island, whom I am proud to number amongst the most candid of my readers, will do well to reflect *that our dispute at present concerns our civil as well as religious rights.*"—*Addison.*

"That critical discernment is not sufficient to make men poets, is generally allowed. Why it should keep them from becoming poets, is not perhaps equally evident."—*Macaulay.*

Page 26, No. 28.

"The goldfinch, who, to shun the scalding heat,
Had changed the medlar for a safer seat
Now perched upon the lady of the flower."
Dryden.

"There stood a hill not far, whose grisly top
Belched fire and rolling smoke."—*Milton.*

"Great day! for which all other days were made,
For which earth rose from chaos, man from earth."
Young.

"It passed o'er the battle-field where sword,
And spear, and shield, flashed in the light
Of midday."—*Prentice*.

Page 27, No. 29.

"And, while the garrison were meeting them resolutely on that quarter, the detachment on the neighboring heights poured into the place a well-directed fire."—*Prescott*.

"As long as the Coliseum stands, Rome shall stand; when the Coliseum falls, Rome will fall; when Rome falls, the world will fall."

"But, if he joins the opposition, all his associates will expect that he will promote them."—*Macaulay*.

"Herodotus wrote as it was natural that he should write."—*Idem*.

"While this work of butchery was going on, numbers were observed pushing off in the barks that lined the shore, and making the best of their way across the lake."—*Prescott*.

EXERCISES IN CONNECTIVES.

Page 27, No. 31.

"The wigwans *and* hovels were replaced by well-built houses."—*Bancroft*.

Page 27, No. 34.

“————— Our God hath raised the slave,
And mocked the *counsel* of the wise *and* the *valor*
of the brave.”—*Macaulay*.

“Essex had neither the virtues *nor* the vices which
enable men to retain greatness long.”—*Idem*.

Page 28, No. 34.

“He well saw *and* well stated the immateriality
of thought.”—*Hallam*.

Page 28, No. 35.

“But in the glances of his eye,
A penetrating, keen, *and* sly
Expression found its home.”—*Scott*.

Page 28, No. 36.

“They fought like brave men, long *and* well.”
Halleck.

“Now *and* then events occurred which disturbed
the wretched monotony of Frances Burney’s life.”—
Macaulay.

Page 28, No. 37.

“They at length ceased to hope *or* to fear anything
from him.”—*Idem*.

Page 29, No. 38.

“He was without fear of God *or* man.”

Page 29, No. 39.

"Herminius smote Mamilius
Through breastplate *and* through breast."—*Idem*.

Page 29, No. 40.

"That the early Romans should have had ballad-poetry, *and*, that this poetry should have perished, is, therefore, not strange."—*Macaulay*.

Page 29, No. 41.

"There was another, large of understanding,
Of memory infinite; of judgment deep,
Who knew all learning *and* all science knew,
And all phenomena in heaven and earth,
Traced to their causes."—*Pollok*.

Page 29, No. 42.

"When on the throne it sat, and round the neck
Of millions riveted its iron chain,
And on the shoulders of the people laid
Burdens unmerciful—it title took
Of tyranny, oppression, despotism."—*Pollok*.

Page 30, No. 43.

"The disinherited knight sprung from his steed,
and also unsheathed his sword."—*Scott*.

"Pope had perhaps wanted the judgment of Dryden, *but* Dryden certainly wanted the diligence of Pope."—*Johnson*.

Page 30, No. 47.

"Beholdest thou yonder, on the crystal sea,
Beneath the throne of God an image fair?"

Pollok.

"Once in the flight of ages past there lived a man."

Montgomery.

Page 31, No. 48.

"Know ye the land *where* the cypress and myrtle
Are emblems of deeds *that* are done in their clime,
Where the rage of the vulture, the love of the
turtle,

Now melt into sorrow, now madden to crime?

Know ye the land of the cedar and vine,

Where the flowers ever blossom, the beams ever
shine;

Where the light wings of zephyr, oppressed with
perfume,

Wax faint in the gardens of Gull in her bloom;

Where the citron and olive are fairest of fruit,

And the voice of the nightingale never is mute;

Where the tints of the earth and the hues of the
sky,

In color though varied, in beauty may vie,

And the purple of ocean is deepest in dye;

Where the virgins are soft as the roses they twine,

And all save the spirit of man is divine?"—*Byron.*

"In another apartment I was highly pleased with a projector *who* had found a device of ploughing the ground with hogs, to save the charges of ploughs, cattle, and labor."—*Swift*.

Page 31, No. 50.

"But *if* any man shall, *by* charging me with theatrical behavior, imply *that* I utter any sentiments *but* my own, I shall treat him *as* a calumniator and a villain."—*Pitt*.

"Wondering *at* my flight ———."—*Milton*.

"Some tempers wince *at* every touch."—*Couper*.

Page 32, No. 51.

"*While* thus by his brilliant exploits and showy manners, he captivated the imaginations of his countrymen, he won their hearts no less by his soldierlike frankness."—*Prescott*.

"*When* we pass from the science of medicine to that of legislation, we find the same differences between the systems of these two great men."—*Macaulay*.

" ——— Escaping evermore.

Yet with so many promises and looks
Of gentle sort, *that he* whose arms returned
Empty a thousand times, still *stretched them out*,
And, grasping, brought them back again unfilled."

Pollok.

Page 32, No. 52.

"But it is less easy to understand why he should have been generally unpopular through the country."

Macaulay.

"We wonder that Sir Walter Scott never tried his hand on the Duke of Newcastle."—*Idem.*

"I must go and tell the king that Cape Breton is an island."

Page 40, No. 24.

"It was Puteney's business, it seems, to abolish faro and masquerades, to stint the young Duke of Marlborough to a pint of brandy a day, and to prevail on Lady Jane to be content with three lovers at a time."—*Macaulay.*

"'Twas pitiful to see the early flower
Nipped by the frost."—*Pollok.*

Page 41, No. 26.

"It was even said that he had purposely allowed Washington to be taken, in hopes of the removal of the seat of government."—*Hildreth.*

"It had been fondly hoped, when the Federal constitution was framed, that the cessation of the foreign slave-trade would be gradually followed by the extinction of slavery itself."—*Hildreth.*

"It is clear that a writer, who falls into such mis-

takes as these is entitled to no confidence whatever."
—*Macaulay*.

Page 42, No. 28.

"This phenomenon, it seems probable, was caused by the eruption of the distant Cotapaxi."—*Prescott*.

Page 44, No. 34.

"My sword and yours are kin."—*Shakspeare*.

"Your sword and mine are different in construction."—*Webster*.

Page 45, No. 37.

"Myself shall mount the rostrum in his favor."—*Addison*.

Page 46, No. 41.

"But this fastidiousness, which considers certain kinds of remuneration disgraceful to men of liberal condition, did not prevail in those simple ages."—*Hallam*.

"Every man who attends to his own ideas, will discover order as well as connexion in their succession."
—*Lord Kames*.

Page 48, No. 52.

"Appoint to office such men as deserve confidence."

Page 48, No. 55.

"This is what ranks the writer with the master-spirits of the age! This is what has been described over and over again, in terms which would require some qualification if used respecting *Paradise Lost*!"—*Macaulay*.

Page 49, No. 57.

"I know what qualities you desire in a friend."—*Webster*.

Page 50, No. 59.

"Whoever trespasses shall be punished."

Page 51, No. 60.

"At once came forth whatever creeps."—*Milton*.

Page 51, No. 61.

"Whatever measure may be adopted, let it be with due caution."—*Webster*.

Page 52, No. 64.

"Who hath divided a watercourse for the overflowing of waters, or a way for the lightning of thunder?"

Page 54, No. 72.

"—— the brute and rational
To please him ministered, and vied among

Themselves, who most should his desires prevent."

Pollok.

Page 57, No. 81.

"*Self-love* and *reason* to one end aspire,
Pain their aversion, pleasure their desire ;
But greedy *that*, its object would devour ;
This taste the honey, and not wound the flower."

Pope.

Page 58, No. 82.

"We are told that when a mere child, he stole away from his playfellows to a vault in St. James' fields, for the purpose of discovering the cause of a singular echo which he had observed there. It is certain that, at only twelve, he busied himself with very ingenious speculations on the art of legerdemain. *These* are trifles."—*Macaulay.*

"To write history respectably—that is, to abbreviate dispatches, and make extracts from speeches, to intersperse in due proportion epithets of praise and abhorrence, to draw up antithetical characters of great men, setting forth how many contradictory virtues and vices they united ; all *this* is very easy."—*Idem.*

"You say that the man is innocent ; that, he is not."—*Webster.*

Page 59, No. 86, (a.)

“Ye defraud, and that your brethren.”—*Cor.* vi.

Page 60, No. 88.

“Every one has his peculiarities.”—*Webster.*

Page 61, No. 93.

“The sons of heaven, archangel, seraph, saint.
There daily read their own essential worth,
And as they read, take place among the just,
Or high or low, each as his value seems.”—*Pollok.*

Page 61, No. 95.

“None were found who would venture beyond the river.”

Page 62, No. 97.

“And both of them made a covenant.”—*Genesis.*

Page 62, No. 99.

“Lepidus flatters both,
Of both is flattered; but he neither loves,
Nor *either* cares for him.”—*Shakspeare.*

Page 64, No. 106.

“To reverse the rod, to spell the charm backwards,
to break the ties which bound a stupefied people to
the seat of enchantment, was the noble aim of
Milton.”—*Macaulay.*

Page 68, No. 9.

"We believe, that at this conjuncture, he had it in his power to give victory either to the Whigs or to the king's friends."—*Idem*.

Page 69, No. 13.

"The Black Prince, whom he had ungratefully offended, withdrew into Guienne."—*Hallam*.

Page 70, No. 13, (c.)

"—— They turned, surprised,
That they had missed so long, what now they
found."—*Pollok*.

Page 70, No. 13.

"For His elect's sake whom he hath chosen."

Page 71, No. 14.

"—— Me what is substance teach,
And shadow what."—*Pollok*.

"Son, give me thy heart."

"The woman whom thou gavest to be with me,
she gave me of the tree and I did eat."—*Genesis*.

Page 71, No. 15.

"And honest men bewailed all order void ;
All laws annulled ; all property destroyed ;
The venerable murdered in the streets ;

The wise despised ; streams red with blood,
Lands desolate ; and famine, at the door."

Pollak.

Page 73, No. 18.

" With the laudable hereditary feeling thus kept up among these people, did Mr. Knickerbocker undertake to write a history of his native city."—*Irving.*

Page 75, No. 21.

" I heard that the Greeks had defeated the Turks."
" You allege that the man is innocent."—*Webster.*

GENERAL EXERCISES FOR ANALYSIS.

THE CLOSING YEAR.—PRENTICE.

1. 'Tis¹ midnight's² holy³ hour—and⁴ silence⁵ now
Is brooding,⁶ like⁷ a gentle spirit, o'er⁷
The still and pulseless world. Hark! on⁸ the winds
The bell's² deep tones are swelling;⁶ 'tis the knell
Of⁹ the departed year.

2. No³ funeral train
Is sweeping⁶ past; yet,⁴ on⁷ the stream and¹⁰ wood,
With⁷ melancholy light, the moonbeams rest,
Like a pale, spotless shroud; the air is stirred,
As¹¹ by a mourners' sigh; and on yon cloud,⁷
That¹² floats¹² so still and¹³ placidly thro'⁷ heaven,

¹ Page 25, No. 22. ² P. 115, 10. ³ P. 119, 22. ⁴ P. 30, 43.
⁵ P. 35, 1. ⁶ P. 80, 8. (a.) ⁷ P. 31, 49. What does *like* connect?
⁸ *On* connects *winds* to swelling. ⁹ P. 30, 47. *Of* connects *year* to
knell. ¹⁰ P. 29, 38. ¹¹ *As* is here the connective of an adverbial sen-
tence which is not expressed, perhaps—as it would be stirred. *By* con-
nects *sigh* to a verb in this suppressed sentence. ¹² P. 26, 28. To
what does *that* connect its sentence? ¹³ P. 28, 36.

The spirits of the seasons seem to stand,
 Young Spring,¹ bright summer,¹ Autumn's solemn
 form,¹

And Winter¹ with his aged locks, and breathe
 In mournful cadences,² that come abroad
 Like the far wind-harp's wild and touching wail,
 A melancholy dirge³ o'er the dead year,
 Gone⁴ from earth for ever.

3. 'Tis a time

For memory and for tears. Within the deep,
 Still chambers of the heart, a specter dim,
 Whose⁵ tones⁶ are like⁷ the wizard voice of Time,
 Heard⁸ from the tomb of ages, points⁹ its¹⁰ cold
 And solemn finger to the beautiful
 And holy visions² that have passed away,
 And¹¹ left no shadow³ of their loveliness
 On¹² the dead waste of life.

4. That specter lifts

The coffin-lid of hope, and¹³ joy, and love,
 And, bending¹⁴ mournfully above the pale
 Sweet forms that slumber there, scatters dead flowers
 O'er what¹⁵ has passed to nothingness.

5. The year

¹ P. 116, 14. ² Page 171, No. 22. ³ P. 66, 1. What is the object of *breathe*? ⁴ *Gone* is an adjunct of *year*. ⁵ P. 174, 24. ⁶ P. 165, 5.

⁷ P. 80, 9. (*a.*) ⁸ Of what is *heard* the adjunct? ⁹ *Specter* is the subject of *points*. ¹⁰ P. 115, 11. ¹¹ P. 28, 34. ¹² P. 31, 49. ¹³ P. 29, 38.

¹⁴ What does *bending* limit? ¹⁵ P. 145, example under 74.

Has gone, and with it,¹ many a glorious throng
 Of happy dreams. Its mark is on³ each brow,²
 Its shadow on each heart. In its swift course,
 It waved its scepter o'er the beautiful—
 And they are⁴ not.

6. It laid its pallid hand

Upon the strong man—and the haughty form
 Is fallen,⁵ and the flashing eye is dim.

It trod the hall⁶ of revelry, where thronged⁷
 The bright and joyous—and the tearful wail
 Of stricken ones is heard, where erst⁸ the song
 And reckless shout resounded.

7. It passed o'er

The battle-plain, where sword and spear and shield
 Flashed in the light of midday—and the strength
 Of serried hosts is shivered, and the grass,
 Green⁹ from the soil of carnage, waves above
 The crushed and mouldering skeleton.

8. It came and faded like¹⁰ a wreath of mist at eve;
 Yet, ere it melted in the viewless air,

¹ *With it* is an adverbial phrase limiting the verb *has gone*, which is understood after *throng*. ² P. 80, 9. (a.) ³ P. 81, note (b) under 9.

⁴ The sentence *they are not* is not neuter. The verb *are*, here signifies *exist*, and does not require an adjunct of the subject after the verb. The sentence is therefore intransitive; P. 25, 21 and 22. ⁵ P. 80, 8. (a.)

⁶ P. 174, 25. ⁷ What is the subject of *thronged*? ⁸ *Erst* is an adverb. word qualifying *resounded*. ⁹ *Green* is the adjunct of *grass*.

¹⁰ P. 31, 49, 13.

It heralded its¹ millions to their homes,
In the dim land of dreams.

9. Remorseless time,—

Fierce spirit² of the glass and scythe,—what power
Can stay³ him⁴ in his silent course, or melt
His iron heart to pity? On, still on
He presses and forever.

10. The proud bird,

The condor of the Andes, that can soar
Through heaven's unfathomable depths, or⁵ brave
The fury of the northern hurricane
And⁶ bathe his plumage in the thunder's home,
Furls his broad wings at nightfall, and sinks down
To rest upon his mountain-crag,—but Time
Knows not the weight of sleep or weariness,
And night's deep darkness has no chain to bind⁷
His rushing pinion.⁸

11. Revolutions sweep

O'er earth, like troubled visions o'er the breast
Of dreaming sorrow; cities rise and sink,
Like bubbles on the water; fiery isles
Spring, blazing⁹ from the ocean, and go back
To their mysterious caverns; mountains rear

¹ Page 115, No. 11. ² P. 164, 2. ³ P. 86, 17. ⁴ P. 161, 1. (*b*)

⁵ *Or* connects the infinitives *soar* and *bathe*. ⁶ *And* connects *brave* and *bathe*. ⁷ *To bind* limits *chain*. ⁸ P. 66, 1. ⁹ What does *blazing*

limit?

To heaven their bald and blackened cliffs, and bow
Their tall heads to the plain ; new empires rise
Gathering the strength of hoary centuries ;
And rush down like the Alpine avalanche,
Startling the nations ; and the very stars¹—
Yon bright and burning blazonry of God—
Glitter awhile in their eternal depths,
And, like² the Pleiad, loveliest of their train,
Shoot from their glorious spheres, and pass away,
To darkle in the trackless void.

12. Yet Time—

Time, the tomb-builder—holds his fierce career,
Dark, stern, all-pitiless, and pauses not
Amid the mighty wrecks that strew his path,
To sit and muse, like other conquerors,
Upon³ the fearful ruin he has wrought.

¹ What word is in apposition with *stars*? P. 164, 2. ² *Like* connects *Pleiad* to *shoot*. ³ *Upon* connects its phrase to *muse*.

COURSE OF TIME.

BOOK IV.

THE LUST OF POWER.

- 1 "THE world had¹ much of strange and wonderful:

In passion much, in action, reason, will;
And much in Providence, which² still retired
From human eye, and³ led philosophy,

- 5 That² ill her ignorance⁴ liked to own,⁵ through⁶
dark

And dangerous paths of speculation wild.
Some striking features, as⁷ we pass, we mark,⁸
In order such⁹ as memory suggests.

- "One passion prominent appears:¹⁰ the lust¹¹
10 Of power, which oft-times took the fairer name
Of liberty, and hung the popular flag
Of freedom out. Many,¹² indeed, its names:

¹ Page 83, No. 3. ² P. 31, 48. *Which* connects its sentence to *much*. ³ P. 29, 41. ⁴ P. 161, 1. ⁵ P. 73, 18. ⁶ *Through* connects its phrase to *led*. ⁷ P. 32, 51. ⁸ *We mark features* is the indep. sentence. ⁹ P. 135, 58, 19. *As* is the object of *suggests*.
¹⁰ P. 83, 4. ¹¹ P. 116, 13. ¹² Supply a verb.

- When¹³ on the throne it sat, and¹⁴ round the neck
 Of millions riveted its iron chain,
 15 And¹⁴ on the shoulders of the people laid
 Burdens unmerciful, it title took
 Of tyranny, oppression, despotism ;
 And every tongue was weary cursing it.
 When¹⁵ in the multitude it gathered strength,
 20 And,¹⁶ like an ocean¹⁷ bursting from its bounds,
 Long beat¹⁸ in vain, went forth resistlessly,
 It bore the stamp and designation, then,
 Of popular fury, anarchy, rebellion ;
 And honest men bewailed all order¹⁹ void ;¹⁹
 25 All laws²⁰ annulled ;²⁰ all property²⁰ destroyed ;²⁰
 The venerable²⁰ murdered²⁰ in the streets ;
 The wise²⁰ despised ;²⁰ streams red¹⁹ with human
 blood ;
 Harvests²⁰ beneath the frantic foot trode²⁰ down ;
 Lands¹⁹ desolate ;¹⁹ and famine²¹ at the door.
 30 " These are a part ; but other names it had,
 Innumerable²² as the shapes and robes it wore ;
 But under every name, in nature still

¹³ *When* connects its sentences to *took*. ¹⁴ P. 29, 42. ¹⁵ *When* connects its sentence to *bore*. ¹⁶ P. 29, 42, ¹⁷ P. 167, 10. ¹⁸ *Beat* is a participle—an adnom. word limiting *bounds* ; it is a perf. passive participle used instead of *beaten*. ¹⁹ P. 71, 14, and 15. (*a.*) ²⁰ In this case the object is composed of a noun and participle. ²¹ Here the object is a noun and the adnom. phrase *at door*. ²² *Innumerable* qualifies *names*. Supply a verb with *shapes*, and a relative pronoun—object of *wore*—before *it*.

Invariably the same, and always bad.

We own,²⁴ indeed,²³ that oft against itself

35 It fought, and sceptre²⁵ both²⁶ and people²⁵ gave

An equal aid,²⁷ as²⁸ long exemplified

In Albion's isle—Albion, queen²⁸ of the seas—

And²⁹ in the struggle, something like a kind

Of civil liberty grew up, the best³⁰

40 Of mere terrestrial root; but³¹ sickly,³⁰ too,

And³¹ living³⁰ only—strange³² to tell!—in strife

Of factions equally contending; dead,³⁰

That very moment³³ dead,³⁰ that³⁴ one prevailed.

“Conflicting³⁵ cruelly against itself,

45 By its own hand it fell; part slaying part.

And men who noticed not the suicide,

Stood wondering³⁶ much why earth, from age to
age,

Was still enslaved, and³⁷ erring causes gave.

“This was earth's liberty, its nature this,

50 However named, in whomsoever found—

²³ P. 75, 21. ²⁴ P. 83, 3. ²⁵ P. 72, 16. (a.) *Scepter* and *people* are the indirect objects of *gave*, while *aid* is the direct object. ²⁶ *Both* qualifies the nouns *scepter* and *people*. ²⁷ Supply *was* after *as*. ²⁸ P. 165, 2. ²⁹ *And* connects the sentence *it fought* and *something grew*; both sentences are nominal. ³⁰ *Best*, *sickly*, *living*, and *dead* are adnom. words limiting *kind*. ³¹ P. 28, 35. ³² *Strange* is an adnom. word qualifying the whole phrase “living only in strife of factions equally contending.” ³³ P. 150, 82. ³⁴ *That* connects the following sentence to *moment*. ³⁵ *Conflicting* limits *it*. ³⁶ P. 122, 43, and 44. (b.) ³⁷ P. 29, 42.

And³⁷ found it was in all of woman born—
 Each man to make³⁸ all subject to his will ;
 To make them do,³⁹ undo,³⁹ eat,³⁹ drink,³⁹ stand,³⁹
 move,³⁹

Talk,³⁹ think,³⁹ and feel,³⁹ exactly as he chose.

55 Hence the eternal strife⁴⁰ of brotherhoods,
 Of individuals, families, commonwealths.
 The root from which⁴¹ it grew was pride—bad
 root

And bad the fruit⁴² it bore. Then wonder⁴³ not
 That long the nations from it richly reaped

60 Oppression, slavery, tyranny, and war ;
 Confusion, desolation, trouble, shame.
 And,⁴⁴ marvelous though it seem, this monster,
 when

It took the name of slavery, as oft
 It did, had advocates to plead its cause ;

65 Beings⁴⁵ that walked erect, and spoke like men ;
 Of Christian parentage descended,⁴⁶ too,

³⁷ P. 29, 42. ³⁸ P. 170, 20. *To make* is a phrase in apposition with *this* ; *named* and *found* are adnom. words also limiting *nature* ; *in whomsoever* is an adverb. phrase limiting *found*. ³⁹ P. 86, 17. ⁴⁰ Supply a verb.

⁴¹ P. 137, 62 ; *Which* connects the sentence *it grew* to *root*, and is also the essential element of an adverb. phrase connected by *from* to *grew*. ⁴² Supply the verb *was* with *fruit* and the connective *which* or *that* before it.

⁴³ What is the subject of *wonder* ? ⁴⁴ *And monster had advocates* is the indep. sentence : *when* and *though* connect their sentences to *had* ; *Though it seems marvelous* is a neut. sentence.

⁴⁵ P. 116, 14. *Beings* is in apposition with *monster*. ⁴⁶ *Descended* and

And dipped⁴⁶ in the baptismal font, as sign
Of dedication to the Prince who bowed
To death, to set the sin-bound prisoner free.”

FREEDOM AND SLAVERY.

70 “Unchristian thought!⁴⁷ on what pretence
soe'er

Of right inherited, or else acquired ;
Of loss, or profit, or what plea you name,
To buy and sell, to barter, whip, and hold
In chains, a being⁴⁸ of celestial make ;

75 Of kindred form, of kindred faculties ;
Of kindred feelings, passions, thoughts, desires ;
Born free, and heir of an immortal hope ;
Thought⁴⁹ villanous, absurd, detestable !
Unworthy to be harbored in a fiend !

80 And only overreached in wickedness
By that, birth too of earthly liberty,

dipped are adnom. words limiting *beings*. ⁴⁷ Independent by exclamation. The infinitives *to buy, to sell, to barter, to whip, and to hold*, are phrases in apposition with *thought*. The adjunct of these infinitives is *on pretence* ; adjunct of *pretence* of *right* ; adjunct of *RIGHT* *inherited or acquired* ; farther adjunct of *PRETENCE* of *loss or profit*. ⁴⁸ *Of make, of form, &c.*, and also *be* *n* and *heir*, are adjuncts of *being*. *Make* is here a noun. ⁴⁹ *Thought* is again independent by exclamation. Independent words are usually the remnants of *independent* sentences ; hence we find them frequently connected by co-ordinate connectives to independent sentences. *Villanous, absurd, detested, unworthy, and overreached* are adjuncts of *thought* ; *by that* limits *overreached*, *that* stands for some noun suppressed. *Birth* here has the force of *born*, and limits *that*. *Which aimed, &c.*, also limits *that*.

Which aimed to make a reasonable man
 By legislation think, and by the sword
 Believe. This was that liberty renowned,
 85 Those equal rights of Greece and Rome, where⁵⁰
 men,
 All but a few, were bought, and sold, and
 scourged,
 And killed, as interest or caprice enjoined ;
 In aftertimes talked⁵¹ of, written of so much,⁵²
 That most, by sound and custom led away,
 90 Believed⁵³ the essence⁵⁴ answered⁵⁴ to the name.
 Historians on this theme were long and warm.
 Statesmen, drunk⁵⁵ with the fumes of vain de-
 bate,
 In lofty swelling phrase, called it perfection ;
 Philosophers its rise, advance, and fall,
 95 Traced carefully ; and poets kindled⁵⁶ still,
 As memory brought it up : their lips were
 touched
 With fire, and uttered words that men adored.
 Even he, true bard⁵⁷ of Zion, holy man !⁵⁷
 To whom⁵⁸ the Bible taught this precious verse,

⁵⁰ P. 174, 25. ⁵¹ Talked, with its *inseparable adjunct* of, limits *rights* in the 85 verse. The same is true of *written*. ⁵² *That most believed, &c.*, qualify *much* as limited by *so*. ⁵³ P. 83, 5. ⁵⁴ P. 75, 21. ⁵⁵ P. 125, 49.
⁵⁶ P. 83, 4. ⁵⁷ P. 116, 13. *Bard* and *man* are in apposition with *he*. The indep. sentence is *he kept harp*. ⁵⁸ P. 137, 62.

100 'He⁵⁹ is the freeman whom the truth makes free,'
 By fashion,⁶⁰ though⁶¹ by fashion little swayed,
 Scarce kept his harp from Pagan freedom's
 praise.

The captive prophet, whom⁶² Jehovah gave
 The future years,⁶³ described it best, when he
 105 Beheld it rise in vision of the night,
 A dreadful beast, and⁶³ terrible, and⁶³ strong
 Exceedingly, with mighty iron teeth;
 And, lo! it brake in pieces, and devoured
 And stamped the residue beneath its feet!
 110 True liberty was Christian;⁶⁴ sanctified,⁶⁴
 Baptized,⁶⁴ and found in Christian hearts alone
 First-born⁶⁴ of Virtue, daughter⁶⁴ of the skies,
 Nursling⁶⁴ of truth divine, sister⁶⁴ of all
 The graces, meekness, holiness, and love;
 115 Giving⁶⁴ to God, and man, and all below,
 That symptom showed of sensible existence,
 Their due⁶⁵ unasked; fear⁶⁵ to whom⁶⁶ fear was
 due;
 To all, respect,⁶⁵ benevolence,⁶⁵ and love.⁶⁵
 Companion of religion, where she came,

⁵⁹ This line is in apposition with *verse*. P. 171, 21. ⁶⁰ Supply *swayed*, limiting *fashion*. ⁶¹ Supply *he was* after *though*. ⁶² P. 72, 16. ⁶³ What does *and* connect? ⁶⁴ Complement of *was* and adjunct of *liberty*. ⁶⁵ Object of *giving*. ⁶⁶ P. 172, 23. (a.)

120 There freedom⁶⁸ came; where dwelt, there freedom dwelt;

Ruled where she ruled, expired where she expired.

‘He was the freeman whom the truth made free,’

Who, first of all, the bands of Satan broke;

Who broke the bands of Sin, and for his soul,

125 In spite of fools, consulted seriously;

In spite of fashion, persevered in good;

In spite of wealth or poverty, upright;

Who did as reason, not as fancy, bade;

Who heard temptation sing, and yet turned not

130 Aside; saw Sin bedeck her flowery bed,

And yet would not go⁶⁹ up; felt at his heart

The sword unsheathed, yet would not sell the truth;

Who, having power, had not the will to hurt;

Who blushed alike to be, or have a slave;

135 Who blushed at naught but sin, feared naught but God;

Who, finally, in strong integrity

Of soul, ‘midst want, or riches, or disgrace,

⁶⁸ *Freedom came, freedom dwelt, freedom ruled, and freedom expired*, are independent sentences. The adjuncts of *he*, direct and indirect, extend from *whom* in the 122 verse, to *peace* in the 143. ⁶⁹ Page 86, 17.

Uplifted calmly sat, and heard the waves
 Of stormy folly breaking at his feet,
 140 Now shrill⁷⁰ with praise, now hoarse⁷⁰ with foul
 reproach,
 And both despised sincerely ; seeking this
 Alone—the approbation of his God,
 Which still with conscience witnessed to his
 peace.

 This, this is freedom, such as⁷¹ angels use,
 145 And kindred to the liberty of God.
 First-born of Virtue ! daughter of the skies !
 The man,⁷² the state⁷² in which she ruled, was
 free ;
 All else⁷³ were slaves of Satan, Sin, and Death.

THE HUMAN HEART.

 Already thou hast something heard of good
 150 And ill, of vice and virtue, perfect each ;
 Of those redeemed, or else abandoned quite ;
 And more shalt hear, when, at the judgment-
 day,
 The characters of mankind we review.
 Seems aught⁷⁴ which thou hast heard astonish-
 ing ?

⁷⁰ Adjunct of *waves*. ⁷¹ P. 135, (g.) Note. *As* is the object of *use*.
⁷² P. 164, 2. ⁷³ *Else* is subject of *were*. ⁷⁴ *Aught seems astonishing* is a neuter sentence.

- 155 A greater wonder⁷⁵ now thy audience asks ;
 Phenomenon⁷⁶ in all the universe
 Of moral being, most anomalous ;
 Inexplicable most, and wonderful.
 I'll introduce thee to a single heart—
- 160 A human heart : we enter not the worst,
 But one by God's renewing Spirit touched,
 A Christian heart, awaked from sleep of sin.
 What⁷⁷ seest thou here ? what mark'st ? (ob-
 serve it well)
 Will,⁷⁸ passion, reason, hopes, fears, joy, distress,
- 165 Peace, turbulence, simplicity, deceit,
 Good, ill, corruption, immortality ;
 A temple of the Holy Ghost, and yet
 Oft lodging fiends ; the dwelling-place of all
 The heavenly virtues—charity and truth,
- 170 Humility, and holiness, and love ;
 And yet the common haunt of anger, pride,
 Hatred, revenge, and passions foul with lust ;
 * * * * * *
- A soldier listed⁷⁹ in Messiah's band,

⁷⁵ P. 35, 1. ⁷⁶ *Phenomenon* is in apposition with *wonder*. ⁷⁷ P. 52, 66, 1st and 2d. *What* is the object of *seest* and *mark'st*. ⁷⁸ P. 83, 3. The full construction would be *thou seest will, passion, reason, hopes, fears, joy, distress, peace, turbulence, simplicity, deceit, good, ill, corruption, immortality. Temple, dwelling-place, and haunt*, are also objects of *seest*, understood. *Soldier, heir, and emblem*, are in the same construction with *will, passion, &c., &c.* ⁷⁹ P. 167, 11.

- 175 Yet⁸⁰ giving⁸¹ quarter to Abaddon's troops ;
 With serapns drinking⁸¹ from the well of life,
 And yet⁸² carousing⁸¹ in the cup of death ;
 An heir of heaven, and walking thitherward,
 Yet casting back a covetous eye on earth :
- 180 Emblem of strength and weakness ; loving⁸¹ now,
 And now abhorring⁸¹ sin ; indulging⁸¹ now,
 And now repenting⁸¹ sore ; rejoicing⁸¹ now
 With joy unspeakable, and full of glory,
 Now weeping⁸¹ bitterly, and clothed⁸³ in dust :
- 185 A man willing⁸¹ to do, and doing⁸¹ not ;
 Doing,⁸¹ and willing⁸¹ not ; embracing,⁸¹ what⁸⁴
 He hates ; what⁸⁴ most he loves, abandoning ;⁸⁵
 Half saint,⁸⁶ and sinner⁸⁶ half ; half life, half
 death ;
 Commixture⁸⁶ strange of heaven, and earth, and
 hell."

THE CHRISTIAN'S CONTEST.

- 190 What⁸⁷ seest thou here? what mark'st? A
 battle-field :⁸⁸
 Two banners⁸⁹ spread, two dreadful fronts⁸⁹ of
 war

⁸⁰ P. 167, 11. ⁸¹ P. 167, 10. ⁸² P. 174, 26. ⁸³ P. 168, 13.

⁸⁴ P. 70, 13. (c.) ⁸⁵ P. 163. (c.) ⁸⁶ In apposition, with *man*.

⁸⁷ P. 52, 65, and 66. 2. ⁸⁸ P. 52, and 65, 1st, and P. 53, 66. ⁸⁹ The full construction would be, *Thou seest a battle-field, banners, &c.*

- In shock of opposition fierce engaged :
 God, angels, saw whole empires rise in arms ;
 Saw kings exalted ; heard them tumbled⁹⁰ down,
 195 And others raised ; and heeded not : but here
 God, angels, looked : God, angels, fought : and
 Hell,
 With all his legions,⁹¹ fought : here error fought
 With truth ; with darkness, light ;⁹² and life⁹²
 with death.
 And here not kingdoms, reputations, worlds,
 200 Were won : the strife was for eternity ;⁹³
 The victory was never-ending bliss ;
 The badge, a chaplet from the tree of life.
 While thus, within, contending armies
 strove,
 Without,⁹⁴ the Christian had⁹⁵ his troubles too :
 205 For, as by God's unalterable laws,
 And ceremonial of the heaven of heavens,
 Virtue takes place of all, and worthiest deeds
 Sit highest at the feet of bliss ; on earth

⁹⁰ P. 74, 20. (a.) ⁹¹ *With legions* is an adnom. phrase qualifying *Hell*. ⁹² *Life* and *light* are subjects of *fought*, understood.

⁹³ P. 80, 9. (a.) ⁹⁴ *Without* is the connective of a phrase whose essential element is suppressed. It may be called an adverb. word.

⁹⁵ *Had* is limited by *for opposite was rule*. This sentence is limited by *as virtue takes place* ; in all such cases the verb is considered the representative of the sentence, and the adjunct is called adverbial. *By laws* and *by ceremonial* are adjuncts of *takes*.

The opposite was fashion's rule polite.

- 210 Virtue the lowest place at table took,
 Or served, or was shut out: the Christian still
 Was mocked, derided, persecuted, slain :
 And slander, worse than mockery, or sword,
 Or death, stood nightly by her horrid forge,
 And fabricated lies to stain his name
 And wound his peace. But still he had a source
 Of happiness, that men could neither give
 Nor take away : the avenues that led
 To immortality before him lay :

- 220 He saw, with faith's far-reaching eye, the fount
 Of life, his Father's house, his Savior God,
 And borrowed thence to help his present want.

* * * * *

- Virtue grew daily stronger,⁹⁶ sin
 Decayed ; his enemies,⁹⁷ repulsed, retired ;
 225 Till at the stature of a perfect man
 In Christ arrived,⁹⁸ and, with the Spirit filled,
 He gained the harbor of eternal rest.

⁹⁶ *Stronger* qualifies *virtue*. ⁹⁷ *Enemies retired* is the sentence,
 and *repulsed* limits the subject. ⁹⁸ *Arrived* and *filled* limit the
 subject of the sentence *he gained harbor*.

VIRTUE IMPERFECT.

But think⁹⁹ not virtue, else than¹⁰⁰ dwells in God
Essentially, was perfect, without spot.

230 Examine yonder suns : at distance seen,
How bright they burn ! how gloriously they
shine,

Mantling the worlds around in beamy light !
But nearer viewed, we through their luster see
Some dark behind : so virtue was on earth,

235 So is in heaven, and so shall always be.

Though good it seem, immaculate, and fair
Exceedingly, to saint or angel's gaze,
The uncreated Eye, that searches all,
Sees it imperfect : sees, but blames not ; sees,

240 Well pleased ; and best with those who deepest
dive

Into themselves, and know themselves the¹⁰¹ most
Taught thence in humbler reverence to bow
Before the Holy One ; and oftener view
His excellence, that in them still may rise,

245 And grow, his likeness,¹⁰² growing evermore.

Nor think⁹⁹ that any, born of Adam's race,
In his own proper virtue entered heaven.
Once fallen from God and perfect holiness,

⁹⁹ P. 75, 21.
the adverb *most*.

¹⁰⁰ *Than* is subject of *dwells*.
¹⁰² *Likeness* is subject of *may*

¹⁰¹ *The* qualifies

- No being, unassisted, e'er could rise,
 250 Or sanctify the sin-polluted soul.
 Oft was the trial made ; but vainly made :
 So oft as men, in earth's best livery clad,
 However fair, approached the gates of heaven,
 And stood presented to the eye of God,
 255 Their impious pride so oft¹⁰³ his soul abhorred.
 Vain hope ! in patch-work of terrestrial grain,
 To be received into the courts above ;
 As vain, as towards yonder suns to soar
 On wing of waxen plumage, melting soon.

REDEEMING LOVE.

- 260 Look round, and see those numbers infinite,
 That stand before the throne, and¹⁰⁴ in their
 hands
 Palms waving¹⁰⁴ high, as token of victory
 For battles won : these are the sons of men
 Redeemed, the ransomed of the Lamb of God :
 265 All these, and millions more of kindred blood,
 Who are now out on messages of love—
 All these—their virtue, beauty, excellence,
 And joy—are purchase of redeeming blood ;
 Their glory, bounty of redeeming love.
 270 "O love¹⁰⁵ divine!—harp,¹⁰⁶ lift thy voice on high!"

¹⁰³ *So oft* is redundant. ¹⁰⁴ To make the sentence correct we must omit *and*, or else use *wave* instead of *waving*. ¹⁰⁵ *Independent* by exclamation. ¹⁰⁶ *Independent* by address.

Shout, angels! shout aloud, ye sons¹⁰⁷ of men!
 And burn, my heart,¹⁰⁷ with the eternal flame!
 My lyre,¹⁰⁷ be eloquent with endless praise!—
 O love divine! immeasurable love!

275 Stooping¹⁰⁸ from heaven to earth, from earth to
 hell,

Without beginning,¹⁰⁹ endless, boundless love!
 Above all asking, giving¹⁰⁸ far, to those
 Who naught deserved, who naught deserved but
 death!

Saving¹⁰⁸ the vilest! saving¹⁰⁸ me!—O love

280 Divine! O Savior God! O Lamb, once slain!

At thought of thee, thy love, thy flowing blood,
 All thoughts decay; all things remembered,
 fade;

All hopes return; all actions done by men
 Or angels, disappear, absorbed and lost;

285 All fly,¹¹⁰ as from the great white Throne, which
 he,

The prophet, saw, in vision wrapped;¹¹¹ the
 heavens

And earth, and sun, and moon, and starry host
 Confounded fled, and found a place no more.

¹⁰⁷ Independent by address.

¹⁰⁸ Adnom. word, adjunct of *love*.

¹⁰⁹ Adnom. phrase, adjunct of *love*.

¹¹⁰ The construction here is as follows: "*All fly as the heavens and earth and sun and moon and starry host, confounded, fled from the great white throne which,*" &c.

¹¹¹ P. 125. 49.

WINTER.

THE ARGUMENT.—The Subject proposed.—Address to the Earl of Wilmington.—First approach of Winter.—According to the natural course of the season, various storms described.—Rain.—Wind.—Snow.—The driving of the Snows; a man perishing among them; whence reflections on the wants and miseries of human life.—The wolves descending from the Alps and Apennines.—A Winter evening described; as spent by philosophers; by the country people; in the city.—Frost.—A view of Winter within the polar circle.—A thaw.—The whole concluding with moral reflections on a future state.

SEE! WINTER comes to rule the varied year,
 Sullen and sad, with all his rising train;
 Vapors, and clouds, and storms. Be these my
 theme;
 These, that exalt the soul to solemn thought,
 5 And heavenly musing. Welcome, kindred glooms,
 Congenial horrors, hail! With frequent foot,
 Pleased have I, in my cheerful morn of life,
 When nursed by careless solitude I lived,
 And sung of Nature with unceasing joy,
 10 Pleased have I wandered through your rough
 domain;
 Trod the pure virgin-snows, myself as pure;
 Heard the winds roar, and the big torrent burst;
 Or seen the deep-fermenting tempest brew'd,

In the grim evening sky. Thus pass'd the time,
15 Till through the lucid chambers of the south
Look'd out the joyous Spring, look'd out and
smiled.

ADDRESS TO THE EARL OF WILMINGTON.

To thee, the patron of her first essay,
The Muse, O Wilmington! renews her song.
Since has she rounded the revolving year;
20 Skimmed the gay Spring; on eagle pinions
borne,
Attempted through the summer blaze to rise;
Then swept o'er Autumn with the shadowy gale;
And now among the wintry clouds again
Roll'd in the doubling storm, she tries to soar;
25 To swell her note with all the rushing winds;
To suit her sounding cadence to the floods.
As is her theme, her numbers wildly great:
Thrice happy could she fill thy judging year
With bold description and with manly thought.
30 Nor art thou skill'd in awful schemes alone,
And how to make a mighty people thrive;
But equal goodness, sound integrity,
A firm unshaken, uncorrupted soul
Amid a sliding age, and burning strong
35 (Not vainly blazing) for thy country's weal,
A steady spirit regularly free:

These, each exalting each, the statesman light
 Into the patriot ; these, the public hope
 And eye to thee converting, bid the Muse
 40 Record what envy dares not flattery call.

THE FIRST APPROACH OF WINTER.

Now when the cheerless empire of the sky
 To Capricorn the Centaur Archer yields,
 And fierce Aquarius stains th' inverted year ;
 Hung o'er the furthest verge of heaven, the sun
 45 Scarce spreads through ether the dejected day,
 Faint are his gleams, and ineffectual shoot
 His struggling rays in horizontal lines,
 Through the thick air ; as clothed in cloudy
 storm,
 Weak, wan, and broad, he skirts the southern
 sky ;
 50 And, soon descending, to the long dark night,
 Wide shading all, the prostrate world resigns.
 Nor is the light unwish'd ; while vital heat,
 Light, life, and joy the dubious day forsake.
 Meantime, in sable cincture, shadows vast,
 55 Deep-tinged and damp, and congregated clouds,
 And all the vapory turbulence of heaven,
 Involve the face of things. Thus Winter falls,
 A heavy gloom, oppressive o'er the world,
 Through Nature shedding influence malign,

- 60 And rouses up the seeds of dark disease.
The soul of man dies in him, loathing life,
And black with more than melancholy views.
The cattle droop; and o'er the furrow'd land,
Fresh from the plough, the dun discolor'd flocks,
65 Untended spreading, crop the wholesome root.
Along the woods, along the moorish fens,
Sighs the sad genius of the coming storm;
And up among the loose disjointed cliffs,
And fractured mountains wild, the brawling
brook
70 And cave presageful, send a hollow moan,
Resounding long in listening Fancy's ear.

CHEERLESS RAIN-STORM

- Then comes the father of the tempest forth,
Wrapp'd in black glooms. First, joyless rains
obscure
Drive through the mingling skies with vapor
foul;
75 Dash on the mountain's brow, and shake the
woods,
That grumbling wave below. Th' unsightly plain
Lies a brown deluge; as the low bent clouds
Pour flood on flood, yet unexhausted, still
Combine, and deepening into night, shut up
80 The day's fair face. The wanderers of heaven,

- Each to his home, retire ; save those that love
To take their pastime in the troubled air,
Or skimming flutter round the dimply pool.
The cattle from the untasted fields return,
85 And ask, with meaning low, their wonted stalls ;
Or ruminate in the contiguous shade.
Thither the household, feathery people crowd,
The crested cock, with all his female train,
Pensive, and dripping ! while the cottage hind
90 Hangs o'er th' enlivening blaze, and taleful
there
Recounts his simple frolic. Much he talks,
And much he laughs, nor recks the storm that
Without, and rattles on his humble roof. [blows
Wide o'er the brim, with many a torrent
swell'd,
95 And the mix'd ruin of its banks o'erspread,
At last the roused-up river pours along.
Resistless, roaring, dreadful, down it comes,
From the rude mountain and the mossy wild.
Tumbling through rocks abrupt, and sounding
far ;
100 Then o'er the sanded valley floating spreads,
Calm, sluggish, silent ; till again, constrain'd
Between two meeting hills, it bursts away,
Where rocks and woods o'erhang the turbid
stream ;

There gathering triple force, rapid and deep,
105 It boils, and wheels, and foams, and thunders
through.

WINTER TEMPESTS.

Nature ! great parent ! whose unceasing hand
Rolls round the seasons of the changeful year,
How mighty, how majestic are thy works !
With what a pleasing dread they swell the soul !
110 That sees astonish'd ! and astonish'd sings !
Ye too, ye winds ! that now begin to blow
With boisterous sweep, I raise my voice to you.
Where are your stores, ye powerful beings ! say,
Where your aerial magazines reserved,
115 To swell the brooding terrors of the storm ?
In what far distant region of the sky,
Hush'd in deep silence, sleep ye when 'tis calm ?
When from the pallid sky the sun descends,
With many a spot that o'er his glaring orb
120 Uncertain wanders, stain'd ; red, fiery streaks
Begin to flush around. The reeling clouds
Stagger with dizzy poise, as doubting yet
Which master to obey ; while rising slow,
Blank, in the leaden-color'd east, the moon
125 Wears a wan circle round her blunted horns.
Seen through the turbid fluctuating air,
The stars obtuse emit a shiver'd ray ;

- Or frequent seem to shoot athwart the gloom,
And long behind them trail the whitening blaze.
- 130 Snatch'd in short eddies, plays the wither'd leaf;
And on the flood the dancing feather floats.
With broaden'd nostrils to the sky upturn'd,
The conscious heifer snuffs the stormy gale.
E'en as the matron, at her nightly task,
- 135 With pensive labor draws the flaxen thread,
The wasted taper and the crackling flame
Foretell the blast. But chief the plummy race,
The tenants of the sky, its changes speak.
Retiring from the downs, where all day long
- 140 They pick'd their scanty fare, a blackening train
Of clamorous rooks thick urge their weary flight,
And seek the closing shelter of the grove.
Assiduous, in his bower, the wailing owl
Plies his sad song. The cormorant on high
- 145 Wheels from the deep, and screams along the
land.
Loud shrieks the soaring hern; and with wild
wing
The circling sea-fowl cleave the flaky clouds.
Ocean, unequal press'd, with broken tide
And blind commotion heaves; while from the
shore
- 150 Eat into caverns by the restless wave,
And forest-rustling mountain, comes a voice

- That solemn sounding bids the world prepare.
Then issues forth the storm with sudden burst,
And hurls the whole precipitated air
155 Down, in a torrent. On the passive main
Descends the ethereal force, and with strong
gust
Turns from its bottom the discolor'd deep.
Through the black night that sits immense
around,
Lash'd into foam, the fierce conflicting brine
160 Seems o'er a thousand raging waves to burn.
Meantime the mountain billows, to the clouds
In dreadful tumult swell'd, surge above surge,
Burst into chaos with tremendous roar,
And anchor'd navies from their stations drive,
165 Wild as the winds across the howling waste
Of mighty waters. Now th' inflated wave
Straining they scale, and now impetuous shoot
Into the secret chambers of the deep,
The wintry Baltic thundering o'er their head.
170 Emerging thence again, before the breath
Of full-exerted heaven, they wing their course,
And dart on distant coasts; if some sharp rock
Or shoal insidious break not their career,
And in loose fragments fling them floating
round.
175 Nor less at land the loosen'd tempest reigns.

- The mountain thunders ; and its sturdy sons
Stoop to the bottom of the rocks they shade.
Lone on the midnight steep, and all aghast,
The dark wayfaring stranger breathless toils,
180 And, often falling, climbs against the blast.
Low waves the rooted forest, vex'd, and sheds
What of its tarnish'd honors yet remain ;
Dash'd down, and scatter'd by the tearing wind's
Assiduous fury, its gigantic limbs.
- 185 Thus struggling through the dissipated grove,
The whirling tempest raves along the plain ;
And on the cottage thatch'd, or lordly roof,
Keen fastening, shakes them to the solid base.
Sleep frightened flies ; and round the rocking
dome,
190 For entrance eager, howls the savage blast.
Then, too, they say, through all the burden'd
air,
Long groans are heard, shrill sounds, and distant
sighs,
That, utter'd by the Demon of the night,
Warn the devoted wretch of woe and death.
- 195 Huge uproar lords it wide. The clouds com-
mix'd
With stars swift gliding sweep along the sky.
All nature reels. Till Nature's King, who oft
Amid tempestuous darkness dwells alone,

And on the wings of the careering wind
200 Walks dreadfully serene, commands a calm ;
Then, straight, air, sea, and earth are hush'd at
once.

As yet 'tis midnight deep. The weary clouds,
Slow meeting, mingle into solid gloom.
Now, while the drowsy world lies lost in sleep,
205 Let me associate with the serious Night,
And Contemplation, her sedate compeer ;
Let me shake off th' intrusive cares of day,
And lay the meddling senses all aside.

Where now, ye lying vanities of life !
210 Ye ever tempting, ever cheating train !
Where are you now ? and what is your amount ?
Vexation, disappointment, and remorse ;
Sad, sickening thought ! and yet, deluded man,
A scene of crude disjointed visions past,
215 And broken slumbers, rises still resolved,
With new-flush'd hopes to run the giddy round.

Father of light and life ! thou Good Supreme !
O, teach me what is good ! teach me Thyself !
Save me from folly, vanity, and vice,
220 From every low pursuit ! and feed my soul
With knowledge, conscious peace, and virtue
pure ;
Sacred, substantial, never-fading bliss !

SNOW MANTLES THE EARTH : DISTURBS THE COMFORT
OF ANIMALS.

- The keener tempests rise ; and fuming dun
From all the livid east, or piercing north,
225 Thick clouds ascend ; in whose capacious womb
A vapory deluge lies, to snow congeal'd.
Heavy they roll their fleecy world along,
And the sky saddens with the gather'd storm.
Through the hush'd air the whitening shower
descends,
230 At first thin wavering ; till at last the flakes
Fall broad and wide and fast, dimming the day
With a continual flow. The cherish'd fields
Put on their winter robe of purest white.
'Tis brightness all ; save where the new snow
melts
235 Along the mazy current. Low the woods
Bow their hoar head ; and ere the languid sun
Faint from the west emits his evening ray,
Earth's universal face, deep hid, and chill,
Is one wild dazzling waste, that buries wide
240 The works of man. Drooping, the laborer-ox
Stands covered o'er with snow, and then de-
mand
The fruit of all his toil. The fowls of heaven,
Tamed by the cruel season, crowd around

- The winnowing store, and claim the little boon
245 Which Providence assigns them. One alone,
The red-breast, sacred to the household gods,
Wisely regardful of the embroiling sky,
In joyless fields and thorny thickets, leaves
His shivering mates, and pays to trusted man
250 His annual visit. Half afraid, he first
Against the window beats; then, brisk, alights
On the warm hearth; then, hopping o'er the
floor,
Eyes all the smiling family askance,
And pecks, and starts, and wonders where he is;
255 Till, more familiar grown, the table-crumbs
Attract his slender feet. The foodless wilds
Pour forth their brown inhabitants. The hare,
Though timorous of heart, and hard beset
By death in various forms, dark snares, and dogs,
260 And more unpitying men, the garden seeks,
Urged on by fearless want. The bleating kind
Eye the bleak heaven, and next the glistening
earth,
With looks of dumb despair; then, sad dis-
persed,
Dig for the wither'd herb through heaps of snow.
265 Now, shepherds, to your helpless charge be
kind;
Baffle the raging year, and fill their pens

With food at will ; lodge them below the storm,
And watch them strict : for from the bellowing
east,

- In this dire season, oft the whirlwind's wing
270 Sweeps up the burden of whole wintry plains
At one wide waft, and o'er the hapless flocks,
Hid in the hollow of two neighboring hills,
The billowy tempest whelms ; till, upward
urged,
The valley to a shining mountain swells,
275 Tipp'd with a wreath high curling in the sky.

THE COTTAGER PERISHING IN A SNOW-STORM.

- As thus the snows arise ; and foul and fierce,
All Winter drives along the darken'd air ;
In his own loose revolving fields, the swain
Disaster'd stands ; sees other hills ascend,
280 Of unknowm joyless brow ; and other scenes
Of horrid prospect, shag the trackless plain :
Nor finds the river, nor the forest hid
Beneath the formless wild ; but wanders on
From hill to dale, still more and more astray ;
285 Impatient flouncing through the drifted heaps.
Stung with the thoughts of home, the thoughts
of home
Rush on his nerves, and call their vigor forth
In many a vain attempt. How sinks his soul !

- What black despair, what horror fills his heart !
290 When for the dusky spot, which fancy feign'd
His tufted cottage rising through the snow,
He meets the roughness of the middle waste,
Far from the track and bless'd abode of man !
While round him night resistless closes fast,
295 And every tempest, howling o'er his head,
Renders the savage wilderness more wild.
Then throng the busy shapes into his mind
Of covered pits, unfathomably deep,
A dire descent ! beyond the power of frost !
300 Of faithless bogs ; of precipices huge,
Smoothed up with snow ; and, what is land,
unknown,
What water, of the still unfrozen spring,
In the loose marsh or solitary lake,
Where the fresh fountain from the bottom boils.
305 These check his fearful steps ; and down he sinks
Beneath the shelter of the shapeless drift,
Thinking o'er all the bitterness of death,
Mix'd with the tender anguish Nature shoots
Through the wrung bosom of the dying man,
310 His wife, his children, and his friends unseen.
In vain for him th' officious wife prepares
The fire fair-blazing, and the vestment warm ;
In vain his little children, peeping out
Into the mingling storm, demand their sire,

- 315 With tears of artless innocence. Alas !
Nor wife, nor children, more, shall he behold,
Nor friends, nor sacred home. On every nerve
The deadly Winter seizes ; shuts up sense ;
And o'er his inmost vitals creeping cold,
320 Lays him along the snows, a stiffen'd corse,
Stretch'd out, and bleaching in the northern
blast.

REFLECTIONS ON HUMAN POVERTY AND WRETCH-
EDNESS.

- Ah ! little think the gay, licentious proud,
Whom pleasure, power, and affluence surround ;
They who their thoughtless hours in giddy
mirth,
325 And wanton, often cruel, riot waste ;
Ah ! little think they, while they dance along,
How many feel, this very moment, death,
And all the sad variety of pain :
How many sink in the devouring flood,
330 Or more devouring flame ; how many bleed,
By shameful variance betwixt man and man :
How many pine in want, and dungeon glooms ;
Shut from the common air, and common use
Of their own limbs : how many drink the cup
335 Of baleful grief, or eat the bitter bread
Of misery : sore pierced by wintry winds,

- How many shrink into the sordid hut
Of cheerless poverty : how many shake
With all the fiercer tortures of the mind,
340 Unbounded passion, madness, guilt, remorse ;
Whence tumbled headlong from the height of
life,
They furnish matter for the tragic Muse :
E'en in the vale, where Wisdom loves to dwell,
With Friendship, Peace, and Contemplation
join'd,
345 How many, rack'd with honest passions, droop
In deep retired distress : how many stand
Around the death-bed of their dearest friends,
And point the parting anguish. Thought fond
man
Of these, and all the thousand nameless ills,
350 That one incessant struggle render life,
One scene of toil, of suffering, and of fate ;
Vice in his high career would stand appall'd,
And heedless, rambling Impulse learn to think ;
The conscious heart of Charity would warm,
355 And her wide wish, Benevolence dilate ;
The social tear would rise, the social sigh ;
And into clear perfection, gradual bliss,
Refining still, the social passions work.

CRUELITIES OF A BRITISH PRISON IN THE EIGHTEENTH CENTURY.

And here can I forget the generous band,
360 Who, touch'd with human woe, redressive
search'd
Into the horrors of the gloomy jail ;
Unpitied, and unheard, where Misery moans ;
Where Sickness pines ; where Thirst and Hunger
burn,
And poor Misfortune feels the lash of Vice ?
365 While in the land of Liberty, the land
Whose every street and public meeting glow
With open freedom, little tyrants raged ;
Snatch'd the lean morsel from the starving
mouth ;
Tore from cold wintry limbs the tatter'd weed ;
370 E'en robb'd them of the last of comforts, sleep ;
The freeborn Briton to the dungeon chain'd,
Or, as the lust of cruelty prevail'd,
At pleasure mark'd him with inglorious stripes ;
And crush'd out lives, by secret barbarous ways,
375 That for their country would have toil'd or
bled.
O great design ! if executed well,
With patient care, and wisdom-temper'd zeal.
Ye sons of Mercy ! yet resume the search ;
Drag forth the regal monsters into light.

- 380 Wrench from their hands Oppression's iron rod,
And bid the cruel feel the pains they give.
Much still untouch'd remains; in this rank age,
Much is the patriot's weeding hand required.
The toils of law, (what dark insidious men.
385 Have cumbrous added to perplex the truth,
And lengthen simple justice into trade,)
How glorious were the day that saw these broke,
And every man within the reach of right !

WOLVES DESCENDING FROM THE ALPS AND APENNINES.

- By wintry famine roused, from all the tract
390 Of horrid mountains, which the shining Alps,
And wavy Apennine, and Pyrenees,
Branch out stupendous into distant lands;
Cruel as death, and hungry as the grave!
Burning for blood ! bony, and gaunt, and grim !
395 Assembling wolves in raging troops descend ;
And, pouring o'er the country, bear along
Keen as the north-wind sweeps the glossy snow.
All is their prize. They fasten on the steed,
Press him to earth, and pierce his mighty heart.
400 Nor can the bull his awful front defend,
Or shake the murdering savages away.
Rapacious, at the mother's throat they fly,
And tear the screaming infant from her breast.

The godlike face of man avails him naught.

405 E'en beauty, force divine ! at whose bright
glance

The generous lion stands in soften'd gaze,
Here bleeds, a hapless, undistinguish'd prey.

But if, apprised of the severe attack,

The country be shut up, lured by the scent,

410 On churchyards drear (inhuman to relate !)

The disappointed prowlers fall, and dig

The shrouded body from the grave ; o'er which

Mix'd with foul shades and frighted ghosts, they
howl.

Among those hilly regions, where embraced

415 In peaceful vales the happy Grisons dwell ;

Oft, rushing sudden from the loaded cliffs,

Mountains of snow their gathering terrors roll ;

From steep to steep, loud thundering down they
come,

A wintry waste, in dire commotion all ;

420 And herds, and flocks, and travellers, and
swains,

And sometimes whole brigades of marching
troops,

Or hamlets sleeping in the dead of night,

Are deep between the smothering ruin whelm'd.

THE MIGHTY DEAD OF GREECE

- Now, all amid the rigors of the year,
425 In the wild depth of Winter, while without
The ceaseless winds blow ice, be my retreat
Between the groaning forest and the shore,
Beat by the boundless multitude of waves,
A rural, shelter'd solitary scene ;
430 Where ruddy fire and beaming tapers join
To cheer the gloom. There studious let me sit,
And hold high converse with the mighty dead ;
Sages of ancient time, as gods revered,
As gods beneficent, who bless'd mankind
435 With arts, with arms, and humanized a world.
Roused at the inspiring thought, I throw aside
The long-lived volume ; and, deep musing, hail
The sacred shades, that slowly rising pass
Before my wondering eyes. First Socrates,
440 Who, firmly good in a corrupted state,
Against the rage of tyrants single stood,
Invincible ! calm reason's holy law,
That Voice of God within th' attentive mind,
Obeying, fearless, or in life or death :
445 Great moral teacher ! wisest of mankind !
Solon the next, who built his commonweal
On equity's wide base ; by tender laws
A lively people curbing yet undamp'd,
Preserving still that quick peculiar fire,

- 450 Whence in the laurel'd field of finer arts,
And of bold freedom, they unequall'd shone ;
The pride of smiling Greece and humankind.
Lycurgus then, who bow'd beneath the force
Of strictest discipline, severely wise,
- 455 All human passions. Following him I see,
As at Thermopylæ he glorious fell,
The firm devoted Chief, who proved by deeds
The hardest lesson which the other taught.
Then Aristides lifts his honest front ;
- 460 Spotless of heart, to whom th' unflattering voice
Of freedom gave the noblest name of Just ;
In pure majestic poverty revered ;
Who, e'en his glory to his country's weal
Submitting, swell'd a haughty Rival's fame.
- 465 Rear'd by his care, of softer ray appears
Cimon sweet-soul'd ; whose genius, rising strong,
Shook off the load of young debauch ; abroad,
The scourge of Persian pride ; at home, the
friend
Of every worth and every splendid art ;
- 470 Modest and simple in the pomp of wealth.
Then the last worthies of declining Greece,
Late call'd to glory, in unequal times,
Pensive appear. The fair Corinthian boast,
Timoleon, happy temper ! mild and firm,
- 475 Who wept the brother while the tyrant bled.

- And, equal to the best, the Theban Pair,
Whose virtues, in heroic concord join'd,
Their country raised to freedom, empire, fame.
He too, with whom Athenian honor sunk,
480 And left a mass of sordid lees behind,
Phocion the Good ; in public life severe,
To virtue still inexorably firm.
But when, beneath his low illustrious roof,
Sweet peace and happy wisdom smooth'd his
brow,
485 Not Friendship softer was, nor Love more kind.
And he, the last of old Lycurgus' sons,
The generous victim to that vain attempt,
To save a rotten state, Agis, who saw
E'en Sparta's self to servile avarice sunk.
490 The two Achaian heroes close the train :
Aratus, who awhile relumed the soul
Of fondly lingering liberty in Greece ;
And he, her darling as her latest hope,
The gallant Philopœmen ; who to arms
495 Turn'd the luxurious pomp he could not cure ;
Or toiling on his farm, a simple swain ;
Or, bold and skilful, thundering in the field.

THE GREAT MEN OF ANCIENT ROME.

Of rougher front, a mighty people come !
A race of heroes ! in those virtuous times

- 500 Which knew no stain, save that with partial
flame
Their dearest country they too fondly loved :
Her better Founder first, the light of Rome,
Numa, who soften'd her rapacious sons :
Servius the king, who laid the solid base
505 On which o'er earth the vast Republic spread.
Then the great Consuls venerable rise :
The public Father who the private quell'd,
As on the dread tribunal sternly sad :
He, whom his thankless country could not lose,
510 Camillus, only vengeful to her foes :
Fabricius, scorner of all-conquering gold ;
And Cincinnatus, awful from the plough ;
Thy willing victim, Carthage, bursting loose
From all that pleading Nature could oppose,
515 From a whole city's tears, by rigid faith
Imperious call'd, and honor's dire command :
Scipio, the gentle chief, humanely brave,
Who soon the race of spotless glory ran,
And, warm in youth, to the poetic shade,
520 With friendship and philosophy, retired :
Tully, whose powerful eloquence a while
Restrain'd the rapid fate of rushing Rome :
Unconquer'd Cato, virtuous in extreme :
And, thou, unhappy Brutus, kind of heart,
525 Whose steady arm, by awful virtue urged,

Lifted the Roman steel against thy friend.
Thousands besides the tribute of a verse
Demand; but who can count the stars of heaven?
Who sing their influence on this lower world?

530 Behold, who yonder comes! in sober state,
Fair, mild, and strong, as is a vernal sun:
'Tis Phoebus' self, or else the Mantuan Swain!
Great Homer too appears, of daring wing,
Parent of Song! and equal, by his side,
535 The British Muse: join'd hand in hand they
walk,

Darkling, full up the middle steep to fame.
Nor absent are those shades, whose skilful touch
Pathetic drew th' impassioned heart, and charm'd
Transported Athens with the moral scene;

540 Nor those who, tuneful, waked th' enchanting
lyre.

First of your kind! society divine!
Still visit thus my nights, for you reserved,
And mount my soaring soul to thoughts like
yours.

Silence, thou lonely power! the door be thine;

545 See on the hallow'd hour that none intrude,
Save a few chosen friends, who sometimes deign
To bless my humble roof, with sense refined,
Learning digested well, exalted faith,
Unstudied wit, and humor ever gay.

- 550 Or from the Muses' hill with Pope descend,
To raise the sacred hour, to bid it smile,
And with the social spirit warm the heart?
For though not sweeter his own Homer sings,
Yet is his life the more endearing song.
- 555 Where art thou, Hammond? thou, the darling
pride,
The friend and lover of the tuneful throng!
Ah, why, dear youth, in all the blooming prime
Of vernal genius, where disclosing fast
Each active worth, each manly virtue lay,
- 560 Why wert thou ravished from our hope so soon?
What now avails that noble thirst of fame,
Which stung thy fervent breast? that treasured
store
Of knowledge, early gain'd? that eager zeal
To serve thy country, glowing in the band
- 565 Of youthful patriots, who sustain her name?
What now, alas! that life-diffusing charm
Of sprightly wit? that rapture for the Muse?
That heart of friendship, and that soul of joy,
Which bade with softest light thy virtues smile?
- 570 Ah! only show'd, to check our fond pursuits,
And teach our humble hopes that life is vain!

WINTER EVENING STUDIES AND AMUSEMENTS.

Thus in some deep retirement would I pass

The Winter glooms, with friends of pliant soul,
Or blithe, or solemn, as the theme inspired :

575 With them would search, if Nature's boundless
frame

Was call'd, late rising from the void of night,
Or sprung eternal from th' Eternal Mind ;
Its life, its laws, its progress, and its end.

Hence larger prospects of the beauteous whole

580 Would, gradual, open on our opening minds ;
And each diffusive harmony unite

In full perfection, to th' astonish'd eye.

Then would we try to scan the moral world,
Which, though to us it seems embroil'd, moves
on

585 In higher order ; fitted and impell'd

By Wisdom's finest hand, and issuing all

In general good. The sage historic Muse

Should next conduct us through the deeps of
time ;

Show us how empire grew, declined, and fell,

590 In scatter'd states ; what makes the nations
smile,

Improves their soil, and gives them double suns ;

And why they pine beneath the brightest skies,

In Nature's richest lap. As thus we talked,

Our hearts would burn within us ; would inhale

595 That portion of divinity, that ray

- Of purest heaven, which lights the public soul
Of patriots and of heroes. But if doom'd,
In powerless humble fortune, to repress
These ardent risings of the kindling soul ;
- 600 Then, even superior to ambition, we
Would learn the private virtues : how to glide
Through shades and plains, along the smoothest
stream
Of rural life ; or, snatch'd away by hope,
Through the dim spaces of futurity,
- 605 With earnest eye anticipate those scenes
Of happiness and wonder, where the mind,
In endless growth and infinite ascent,
Rises from state to state, and world to world.
But when with these the serious thought is
foil'd,
- 610 We, shifting for relief, would play the shapes
Of frolic fancy ; and incessant form
Those rapid pictures, that assembled train
Of fleet ideas, never join'd before,
Whence lively wit excites to gay surprise ;
- 615 Or folly-painting humor, grave himself,
Calls laughter forth, deep shaking every nerve.
Meantime the village rouses up the fire ;
While well attested, and as well believed,
Heard solemn, goes the goblin story round ;
- 620 Till superstitious horror creeps o'er all.

Or, frequent in the sounding hall, they wake
The rural gambol. Rustic mirth goes round ;
The simple joke that takes the shepherd's heart,
Easily pleased ; the long loud laugh, sincere ;
625 The kiss, snatch'd hasty from the sidelong maid,
On purpose guardless or pretending sleep ;
The leap, the slap, the haul ; and, shook to
notes
Of native music, the respondent dance.
Thus jocund fleets with them the Winter night.

WINTER EVENING IN THE CITY.

630 The city swarms intense. The public haunt,
Full of each theme, and warm with mix'd dis-
course.
Hums indistinct. The sons of riot flow
Down the loose stream of false enchanted joy
To swift destruction. On the rankled soul
635 The gaming fury falls ; and in one gulf
Of total ruin, honor, virtue, peace,
Friends, families, and fortune, headlong sink.
Up springs the dance along the lighted dome,
Mix'd and evolved a thousand sprightly ways.
640 The glittering court effuses every pomp ;
The circle deepens ; beam'd from gaudy robes,
Tapers, and sparkling gems, and radiant eyes,
A soft effulgence o'er the palace waves :

While, a gay insect in his summer-shine,
645 The fop, light-fluttering, spreads his mealy
wings.

Dread o'er the scene the ghost of Hamlet
stalks ;

Othello rages ; poor Monimia mourns ;
And Belvidera pours her soul in love.
Terror alarms the breast. The comely tear
650 Steals o'er the cheek ; or else the Comic Muse
Holds to the world a picture of itself,
And raises sly the fair impartial laugh.
Sometimes she lifts her strain, and paints the
scenes

Of beauteous life ; whate'er can deck mankind,
655 Or charm the heart in generous Bevil show'd.

O Thou, whose wisdom, solid yet refined,
Whose patriot virtues, and consummate skill
To touch the finer springs that move the world,
Join'd to whate'er the Graces can bestow,

660 And all Apollo's animating fire,
Give thee, with pleasing dignity, to shine
At once the guardian, ornament, and joy
Of polished life ; permit the rural Muse,
O Chesterfield, to grace with thee her song !

665 Ere to the shades again she humbly flies,
Indulge her fond ambition, in thy train,
(For every Muse has in thy train a place,)

- To mark thy various, full-accomplished mind ;
To mark that spirit which, with British scorn,
670 Rejects th' allurements of corrupted power ;
That elegant politeness, which excels,
E'en in the judgment of presumptuous France,
The boasted manners of her shining court ;
That wit, the vivid energy of sense,
675 The truth of Nature, which, with Attic point
And kind well-temper'd satire, smoothly keen,
Steals through the soul, and without pain corrects.
Or, rising thence with yet a brighter flame,
O, let me hail thee on some glorious day,
680 When to the listening senate, ardent, crowd
Britannia's sons to hear her pleaded cause,
Then dress'd by thee, more amiably fair,
Truth the soft robe of mild persuasion wears.
Thou to assenting reason giv'st again
685 Her own enlighten'd thoughts ; call'd from the
heart,
Th' obedient passions on thy voice attend ;
And e'en reluctant party feels a while
Thy gracious power ; as through the varied
maze
Of eloquence, now smooth, now quick, now
strong,
690 Profound, and clear, you roll the copious flood.

THE VARIOUS OPERATIONS AND EFFECTS OF FROST.

- To thy loved haunt return, my happy Muse ;
For now, behold, the joyous Winter days,
Frosty, succeed ; and through the blue serene,
For sight too fine, th' ethereal nitre flies,
695 Killing infectious damps, and the spent air
Storing afresh with elemental life.
Close crowds the shining atmosphere ; and binds
Our strengthen'd bodies in its cold embrace,
Constringent ; feeds and animates our blood ;
700 Refines our spirits, through the new-strung
nerves
In swifter sallies darting to the brain ;
Where sits the soul, intense, collected, cool,
Bright as the skies, and as the season keen.
All nature feels the renovating force
705 Of Winter, only to the thoughtless eye
In ruin seen. The frost-concocted glebe
Draws in abundant vegetable soul,
And gathers vigor for the coming year.
A stronger glow sits on the lively cheek
710 Of ruddy fire ; and luculent along
The purer rivers flow : their sullen deeps,
Transparent, open to the shepherd's gaze,
And murmur hoarser at the fixing frost.

What art thou, frost ? and whence are thy
keen stores

715 Derived, thou secret, all-invading power,
Whom e'en th' illusive fluid cannot fly ?

Is not thy potent energy, unseen,
Myriads of little salts, or hook'd, or shaped
Like double wedges, and diffused immense

720 Through water, earth, and ether ? Hence, at eve
Steam'd eager from the red horizon round,
With the fierce rage of Winter deep suffused,
An icy gale, oft shifting, o'er the pool
Breathes a blue film, and in its mid career

725 Arrests the bickering stream. The loosen'd ice,
Let down the flood, and half dissolved by day,
Rustles no more ; but to the sedgy bank
Fast grows, or gathers round the pointed stone,
A crystal pavement, by the breath of heaven

730 Cemented firm ; till, seized from shore to shore,
The whole imprison'd river growls below,
Loud rings the frozen earth, and hard reflects
A double noise : while, at his evening watch,
The village dog deters the nightly thief ;

735 The heifer lows ; the distant waterfall
Swells in the breeze ; and, with the hasty tread
Of traveller, the hollow-sounding plain,
Shakes from afar. The full-ethereal round,
Infinite worlds disclosing to the view,

- 740 Shines out intensely keen ; and, all one cope
Of starry glitter, glows from pole to pole.
From pole to pole the rigid influence falls,
Through the still night, incessant, heavy, strong,
And seizes Nature fast. It freezes on ;
- 745 Till morn, late rising o'er the drooping world,
Lifts her pale eye, unjoyous. Then appears
The various labor of the silent night :
Prone from the dripping eave, and dumb cascade,
Whose idle torrents only seem to roar,
- 750 The pendent icicle ; the frost-work fair,
Where transient hues and fancied figures rise ;
Wide-spouted o'er the hill, the frozen brook,
A livid tract, cold gleaming on the morn ;
The forest bent beneath the plummy wave ;
- 755 And by the frost refined the whiter snow,
Incrusted hard, and sounding to the tread
Of early shepherd, as he pensive seeks
His pining flock, or from the mountain top,
Pleased with the slippery surface, swift descends.

SPORTS ON THE ICE AND SNOW.

- 760 On blithesome frolics bent, the youthful swains,
While every work of man is laid at rest,
Fond o'er the river crowd, in various sport
And revelry dissolved ; where mixing glad,
Happiest of all the train ! the raptured boy

- 765 Lashes the whirling top. Or, where the Rhine
Branch'd out in many a long canal extends,
From every province swarming, void of care,
Batavia rushes forth : and, as they sweep,
On sounding skates, a thousand different ways,
770 In circling poise, swift as the winds along,
The then gay land is madden'd all to joy.
Nor less the northern courts, wide o'er the snow
Pour a new pomp. Eager on rapid sleds,
Their vigorous youth in bold contention wheel
775 The long resounding course. Meantime to raise
The manly strife, with highly blooming charms,
Flush'd by the season, Scandinavia's dames,
Or Russia's buxom daughters glow around
Pure, quick, and sportful is the wholesome
day ;
780 But soon elapsed. The horizontal sun,
Broad o'er the south, hangs at his utmost noon,
And, ineffectual, strikes the gelid cliff.
His azure gloss the mountain still maintains,
Nor feels the feeble touch. Perhaps the vale
785 Relents a while to the reflected ray ;
Or from the forest falls the cluster'd snow,
Myriads of gems, that in the waving gleam
Gay twinkle as they scatter. Thick around
Thunders the sport of those who with the gun,
790 And dog impatient bounding at the shot,

Worse than the Season, desolate the fields ;
And, adding to the ruins of the year,
Distress the footed or the feather'd game.

WINTER SCENES IN THE FRIGID ZONE.

But what is this ? our infant Winter sinks
795 Divested of his grandeur, should our eye
Astonish'd shoot into the frigid zone ;
Where, for relentless months, continual night
Holds o'er the glittering waste her starry reign
There, through the prison of unbounded wilds,
800 Barr'd by the hand of Nature from escape,
Wide roams the Russian exile. Naught around
Strikes his sad eye but deserts lost in snow,
And heavy-loaded groves, and solid floods,
That stretch, athwart the solitary vast,
805 Their icy horrors to the frozen main ;
And cheerless towns far distant, never bless'd,
Save when its annual course the caravan
Bends to the golden coast of rich Cathay
With news of humankind. Yet there life glows ;
810 Yet cherish'd there, beneath the shining waste,
The furry nations harbor : tipped with jet,
Fair ermines, spotless as the snows they press ;
Sables, of glossy black ; and dark-embrown'd,
Or beauteous freak'd with many a mingled hue,
815 Thousands besides, the costly pride of courts.

There, warm together press'd, the trooping deer
Sleep on the new-fallen snows; and, scarce his
head

Rais'd o'er the heapy wreath, the branching elk
Lies slumbering sullen in the white abyss.

820 The ruthless hunter wants nor dogs nor toils;
Nor with the dread of sounding bows he drives
The fearful, flying race: with ponderous clubs,
As weak against the mountain heaps they push
Their beating breast in vain, and piteous bray,
825 He lays them quivering on the ensanguined
snows,

And with loud shouts rejoicing bears them home,
There through the piny forest, half absorb'd,
Rough tenant of these shades, the shapeless
bear,

With dangling ice all horrid, stalks forlorn.

830 Slow-paced, and sourer as the storms increase,
He makes his bed beneath the inclement drift,
And with stern patience, scorning weak com-
plaint,
Hardens his heart against assailing want.

Wide o'er the spacious regions of the north,
835 That see Bootes urge his tardy wain
A boisterous race, by frosty Caurus pierced,
Who little pleasure know and fear no pain,
Prolific swarm. They once relumed the flame

- Of lost mankind in polish'd slavery sunk ;
840 Drove martial horde on horde, with dreadful
sweep
Resistless rushing o'er the enfeebled south,
And gave the vanquish'd world another form.
Not such the sons of Lapland : wisely they
Despise th' insensate, barbarous trade of war ;
845 They ask no more than simple Nature gives ;
They love their mountains, and enjoy their
storms.
No false desires, no pride-created wants
Disturb the peaceful current of their time,
And through the restless, ever tortured maze
850 Of pleasure or ambition, bid it rage.
Their reindeer form their riches. These their
tents,
Their robes, their beds, and all their homely
wealth
Supply ; their wholesome fare and cheerful cups.
Obsequious at their call the docile tribe
855 Yield to the sled their necks, and whirl them
swift
O'er hill and dale, heap'd into one expanse
Of marbled snow, as far as eye can sweep,
With a blue crust of ice unbounded glazed.
By dancing meteors then, that ceaseless shake
860 A waving blaze, refracted o'er the heavens,

- And vivid moons, and stars that keener play
With double lustre from the glossy waste,
E'en in the depth of polar night they find
A wondrous day ; enough to light the chase,
865 Or guide their daring steps to Finland fairs.
Wish'd Spring returns ; and from the hazy
south,
While dim Aurora slowly moves before,
The welcome sun, just verging up at first,
By small degrees extends the swelling curve ;
870 Till seen at last for gay rejoicing months,
Still round and round his spiral course he winds,
And as he nearly dips his flaming orb,
Wheels up again, and reascends the sky !
In that glad season, from the lakes and floods,
875 Where pure Niemi's fairy mountains rise,
And fringed with roses Tenglio rolls his stream,
They draw the copious fry. With these, at eve,
They, cheerful loaded, to their tents repair ;
Where, all day long in useful cares employ'd,
880 Their kind, unblemish'd wives the fire prepare.
Thrice happy race ! by poverty secured
From legal plunder and rapacious power ;
In whom fell interest never yet has sown [knew ?
The seeds of vice ; whose spotless swains ne'er
885 Injurious deed ; nor blasted by the breath
Of faithless love, their blooming daughters woe.

THE AWFUL GRANDEUR OF THE POLAR REGIONS.

- Still pressing on, beyond Tornea's lake,
And Hecla flaming through a waste of snow,
And furthest Greenland, to the pole itself,
890 Where, failing gradual, life at length goes out,
The Muse expands her solitary flight ;
And, hovering o'er the wild stupendous scene,
Beholds new seas beneath another sky.
Throned in his palace of cerulean ice,
895 Here Winter holds his unrejoicing court ;
And through his airy hall the loud misrule
Of driving tempest is forever heard :
Here the grim tyrant meditates his wrath ;
Here arms his winds with all-subduing frost ;
900 Moulds his fierce hail, and treasures up his
snows,
With which he now oppresses half the globe.
Thence, winding eastward to the Tartar's
coast,
She sweeps the howling margin of the main ;
Where, undissolving from the first of time,
905 Snows swell on snows amazing to the sky ;
And icy mountains, high on mountains piled,
Seem to the shivering sailor from afar,
Shapeless and white, an atmosphere of clouds,
Projected huge and horrid o'er the surge,
910 Alps frown on Alps ; or, rushing hideous down.

(As if old Chaos was again return'd,)
Wide rend the deep, and shake the solid pole.
Ocean itself no longer can resist
The binding fury ; but in all its rage

915 Of tempest, taken by the boundless frost,
Is many a fathom to the bottom chain'd,
And bid to roar no more : a bleak expanse,
Shagg'd o'er with wavy rocks, cheerless and
void

Of every life, that from the dreary months
920 Flies conscious southward. Miserable they !
Who, here entangled in the gathering ice,
Take their last look of the descending sun ;
While, full of death and fierce with tenfold
frost,

The long, long night, incumbent o'er their heads,
925 Falls horrible. Such was the Briton's fate,
As with first prow (what have not Britons
dared ?)

He for the passage sought, attempted since
So much in vain, and seeming to be shut
By jealous nature with eternal bars.

930 In these fell regions in Arzina caught,
And to the stony deep his idle ship
Immediate seal'd, he with his hapless crew,
Each full exerted at his several task,
Froze into statues ; to the cordage glued

935 The sailor, and the pilot to the helm.

Hard by these shores, where scarce his freezing
stream

Rolls the wild Oby, live the last of men ;
And, half enliven'd by the distant sun,
That rears and ripens man as well as plants,

940 Here human Nature wears its rudest form.

Deep from the piercing season sunk in caves,
Here by dull fires, and with unjoyous cheer,
They waste the tedious gloom. Immersed in
furs,

Doze the gross race. Nor sprightly jest, nor
song,

945 Nor tenderness they know ; nor aught of life

Beyond the kindred bears that stalk without ;
Till morn at length, her roses drooping all,
Sheds a long twilight brightening o'er their
field,

And calls the quivered savage to the chase.

PETER THE GREAT, OF RUSSIA.

950 What cannot active government perform,

New moulding man ? Wide stretching from
these shores,

A people savage from remotest time,

A huge neglected empire, one vast mind,

By heaven inspired, from Gothic darkness
call'd.

955 Immortal Peter ! first of monarchs ! he
His stubborn country tamed ; her rocks, her
fens,

Her floods, her seas, her ill-submitting sons ;
And while the fierce barbarian he subdued,
To more exalted soul he raised the man.

960 Ye shades of ancient heroes, ye who toil'd
Through long, successive ages to build up
A laboring plan of state, behold at once
The wonder done ! behold the matchless prince !
Who left his native throne, where reign'd till
then

965 A mighty shadow of unreal power ;
Who greatly spurn'd the slothful pomp of
courts ;

And roaming every land, in every port
His sceptre laid aside, with glorious hand
Unwearied plying the mechanic tool,

970 Gather'd the seeds of trade, of useful arts,
Of civil wisdom, and of martial skill.
Charged with the stores of Europe, home he
goes !

Then cities rise amid th' illumined waste ;
O'er joyless deserts smiles the rural reign ;

975 Far distant flood to flood is social join'd ;

- Th' astonish'd Euxine hears the Baltic roar ;
 Proud navies ride on seas that never foam'd
 With daring keel before ; and armies stretch
 Each way their dazzling files, repressing here
- 980 The frantic Alexander of the North,
 And awing their stern Othman's shrinking sons.
 Sloth flies the land, and ignorance and vice,
 Of old dishonor proud. It glows around,
 Taught by the Royal Hand that roused the
 whole,
- 985 One scene of arts, of arms, of rising trade :
 For what his wisdom plann'd, and power enforced,
 More potent still, his great example show'd.

FROST SUCCEEDED BY A THAW.

- Muttering, the winds at eve, with blunted
 point,
 Blow hollow blustering from the south. Sub-
 dued,
- 990 The frost resolves into a trickling thaw.
 Spotted the mountains shine ; loose sleet de-
 scends,
 And floods the country round. The rivers swell,
 Of bonds impatient. Sudden from the hills,
 O'er rocks and woods, in broad, brown cataracts,
- 995 A thousand snow-fed torrents shoot at once ;

And, where they rush, the wide-resounding
plain

Is left one slimy waste. Those sullen seas,
That wash'd th' ungenial pole, will rest no more
Beneath the shackles of the mighty north ;

1000 But, rousing all their waves, resistless heave.
And hark ! the lengthening roar continuous
runs

Athwart the rifted deep ; at once it bursts,
And piles a thousand mountains to the clouds.
Ill fares the bark, with trembling wretches
charged,

1005 That, toss'd amid the floating fragments, moors
Beneath the shelter of an icy isle ;
While night o'erwhelms the sea, and horror
looks

More horrible. Can human force endure
Th' assembled mischiefs that besiege them
round :

1010 Heart-gnawing hunger, fainting weariness,
The roar of winds and waves, the crush of ice,
Now ceasing, now renew'd with louder rage,
And in dire echoes bellowing round the main ?
More to embroil the deep, Leviathan,

1015 And his unwieldy train, in dreadful sport,
Tempest the loosen'd brine ; while through the
gloom,

Far from the bleak, inhospitable shore,
Loading the winds, is heard the hungry howl
Of famish'd monsters, there awaiting wrecks.

- 1020 Yet Providence, that ever-waking Eye,
Looks down with pity on the feeble toil
Of mortals, lost to hope, and lights them safe,
Through all this dreary labyrinth of fate.

THE SEASONS A PICTURE OF HUMAN LIFE.

'Tis done! dread Winter spreads his latest
glooms,

- 1025 And reigns tremendous o'er the conquer'd year.
How dead the vegetable kingdom lies!
How dumb the tuneful! Horror wide extends
His desolate domain. Behold, fond man!

- See here thy pictured life: Pass some few years,
1030 Thy flowering Spring, thy Summer's ardent
strength,

Thy sober Autumn fading into age,
And pale concluding Winter comes at last,
And shuts the scene. Ah! whither now are
fled

- Those dreams of greatness? those unsolid hopes
1035 Of happiness? those longings after fame?
Those restless cares? those busy, bustling days?
Those gay-spent, festive nights? those veering
thoughts,

- Lost between good and ill, that shared thy life?
All now are vanish'd! Virtue sole survives,
1040 Immortal, never-failing friend of man,
His guide to happiness on high. And see!
'Tis come, the glorious morn! the second birth
Of heaven and earth! Awakening Nature hears
The new-creating word, and starts to life,
1045 In every heighten'd form, from pain and death
Forever free. The great eternal scheme,
Involving all, and in a perfect whole
Uniting, as the prospect wider spreads,
To reason's eye refined clears up apace.
1050 Ye vainly wise! ye blind presumptuous! now,
Confounded in the dust, adore that Power
And Wisdom oft arraign'd: see now the cause,
Why unassuming worth in secret lived,
And died neglected; why the good man's share
1055 In life was gall and bitterness of soul;
Why the lone widow and her orphans pined
In starving solitude, while Luxury,
In palaces, lay straining her low thought,
To form unreal wants; why heaven-born Truth
1060 And Moderation fair, wore the red marks
Of Superstition's scourge; why licensed Pain,
That cruel spoiler, that embosom'd foe,
Embitter'd all our bliss. Ye good distress'd!
Ye noble few! who here unbending stand

1065 Beneath life's pressure, yet bear up a while,
And what your bounded view, which only saw
A little part deem'd evil, is no more :
The storms of Wintry Time will quickly pass,
And one unbounded Spring encircle all.

THE END.

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BY A. S. WELCH,

PRINCIPAL OF THE MICHIGAN STATE NORMAL SCHOOL.

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*From Hon. IRA MAYHEW, Superintendent of Public Instruction,
Michigan.*

Of the merits of "Welch's English Sentence" I cannot confidently speak, not having had leisure thoroughly to examine the work. But Prof. Welch having delivered a course of lectures on English Grammar before a series of Teachers' Institutes in this

State, under my supervision, *before* the publication of the work referred to, and again before another series of Institutes, *since* its publication, I can speak, in terms of strong approval, of the pertinency and fitness of his services on these occasions ; and I would hence infer that his work cannot fail to be very valuable.

IRA MAYHEW.

ALBION, *Michigan*, October 22d, 1855.

From the February No. of the MICHIGAN JOURNAL OF EDUCATION—
Prof. J. M. GREGORY, Editor.

No work on English Grammar hitherto published has met our mind like this. Its analysis of the elemental parts and relations of the English sentence is severe and exhaustive. The idioms and constructive laws of the language are clearly explained, and there seems scarcely an inch of the ground that the author has not measured and described. Indeed, one cannot read the book without a feeling that he is following the lead of an intellect that has thoroughly explored every step of the way. The book was laboriously thought out by one who never rests satisfied but with positive and proven truth. We propose to give some more detailed statement of whatever is peculiar in its views in another number.

On the whole, the book is a noble contribution to philological science, and we return the author our hearty thanks. Its general use in the school-room will tend much to a correct knowledge and use of our vernacular.

From J. R. BOISE, A.M., Professor of the Latin and Greek Languages
in the University of Michigan.

This work belongs to a new era in the grammatical study of our own language. Although accurate scholars have long been in the habit of analyzing the Latin and Greek languages, yet they have seldom applied the same processes with equal care to the study of English. The result has been, that our ordinary treatises on the grammar of our language have been exceedingly unsatisfactory and unphilosophical. The old method of "parsing," as

we tried to learn it in our school-boy days, was little better than a game of chance; and the first rays of light which ever pierced the darkness and disclosed to us anything of philosophy in the structure of language, beamed from the pages of the Latin grammar. The deficiency of which we had so much reason to complain no longer exists. Already several works on the structure of the English language, of a more philosophical character, have been published. It is not to our present purpose to speak of them particularly, or to compare them with the work before us. We hazard nothing, however, in expressing the opinion, that for severe, searching, and exhaustive analysis, the work of Professor Welch is second to none of them. His book is not intended for beginners, but only for advanced students, and by such only will it be understood and appreciated. Indeed, we fear that many who consider themselves "advanced students," and possibly some who are engaged as teachers, may not like so much study as this book will require of them: but we take the liberty of suggesting a fact which is not quite new, that the world does not stand still, and teachers above all other men can ill afford to lie on their oars. Those who are either too indolent or too ignorant to master the principles of this book, will soon find themselves unable to meet the demands which will be made on the teachers of Michigan.

In conclusion, we venture to predict that Professor Welch's book, though a small and unpretending volume, will make its mark, not on the sand, but where it will be seen long hence.

J. R. BOISE.

University of Michigan, May 7th, 1855.

BOARD OF EDUCATION, DETROIT.

The following is from the proceedings of the *Board of Education* of Detroit, as reported in the *Free Press* of April 27th, 1855.

The Committee on Teachers and School Books, Messrs. Duffield, Byram and Wadleigh, reported that they had examined a late work called the "English Sentence," by Professor Welch, of Ypsilanti, which is a very superior analysis of the various principles of English grammar, and a book well calculated to promote a

more thorough knowledge of the English tongue than that derivable from the ordinary grammars heretofore adopted by the Board and used in our schools. They therefore recommended that said book be placed on the list of text-books for the schools, and that the Committee on Teachers and Schools be authorized to introduce said book into such of our schools, and on such terms, as they may deem best. Adopted.

From Professor ALFRED STEBBINS, A.M., Principal of the Young Men's Academy, Monroe, Michigan.

The English Sentence. By A. S. WELCH, A.M.—Prof. Welch has conferred a great benefit upon the cause of Education by presenting so full, so scientific, and, therefore, so simple an “Analysis of the English Sentence.” It must be gratifying to every lover of science to see such teachings as those of the “Analysis” substituted for the silly jargon under the old order of things—the pointing out of relations and offices substituted for the mere enumeration of genders, cases, &c.

ALFRED STEBBINS.

MONROE, May 4th, 1854.

From Professor E. L. RIPLEY, A.M., Principal of the Jackson Union School.

MESSRS. A. S. BARNES & Co.—I have had, for the last three months, a large class in “*Welch's Analysis of the English Sentence.*” Judging from the progress which the class have made in a philosophical knowledge of the English language, as well as from a personal examination of the work, I am prepared to recommend it to all those who would become thoroughly acquainted with their mother tongue.

E. L. RIPLEY.

JACKSON, March 20th, 1855.

Testimonial from DR. D. CLARK, President Flint Scientific Institute ; DR. M. MILES, Librarian Scientific Institute ; PROF. M. B. BEALES, Principal Union School.

The Analysis of the English Sentence, by Prof. Welch, in our opinion, occupies a very high position in developing the structure

of our language upon philosophical principles; and for its clear and rigid analysis it has no superior.

D. CLARK,
M. MILES,
M. B. BEALES.

FLINT, *October 29th, 1855.*

From Professor E. J. BOYD, A. M., Principal of Young Ladies' Seminary, Monroe, Michigan.

I have examined "Welch's Analysis of the English Sentence" with considerable attention, and take pleasure in saying, that the work appears to me to be characterized in a very high degree by a thorough and scientific spirit. There is a philosophic clearness in the arrangement and statement of its grammatical principles.

The analysis of sentences is admirable, and a valuable improvement upon the old plan. I like its change in phraseology. I do not hesitate in saying that the work is an admirable one, and I think we shall introduce it into this institution next term.

E. J. BOYD.

MONROE, *May 24, 1855*

From Professor E. W. CHESEBRO, A. M., Principal of the Grand Rapids Union School, and Assistant Teachers.

We, the subscribers, teachers of Grand Rapids, Mich., having examined Professor Welch's new work, entitled the "English Sentence," would say that we have been much pleased in its perusal, and believe that the author has earned the lasting gratitude of the rising generation in so successfully diverting our befogged language from the clouds and mists with which it has been enveloped by our standard grammarians. We cannot but wish it an extensive introduction into all our schools.

E. W. CHESEBRO,
WM. RICE,
M. S. LITTLEFIELD,

CAROLINE B. THOMPSON,
PHEBE S. THORNE,
CATHARINE Mc VEAU.

From H. OLCOTT, Principal Capitol School, Detroit, Michigan.

DETROIT, May 14, 1855.

I have examined a copy of "The English Sentence," by Professor Welch, of the Normal School, and do not hesitate to pronounce it a superior work. The definitions are clear and exact, and the analysis philosophical. Every portion of the work affords evidence of laborious research, and the author's thorough practical knowledge of the English language. I think the work justly merits its rapidly increasing popularity, and should be more generally found with teachers and advanced classes.

H. OLCOTT.

From Professor J. C. COCHRAN, Principal of Clarkston Academy, Clarkston, Michigan.

CLARKSTON, February 1, 1855.

B. B. NORTHROP, Esq.

SIR:—I have just finished a critical examination of "The English Sentence," by Professor A. S. Welch, of the State Normal School, and must say, that its equal I have never seen. Under the skilful hand of the author, the science of grammar has been effectually cleared of its numerous redundancies and useless intricacies, while the student is led by a plain way to understand the true genius of our language with a clearness of apprehension hitherto unparalleled in the progress of science.

The work cannot fail to secure the favor of every intelligent and unprejudiced teacher, and also to become *the text-book* of grammar in the advanced classes of all those institutions where the *development of mind* is made the grand object and end of *all study*.

J. C. COCHRAN.

From Professor A. M. KEELER, Principal Disco Academy, Disco, Macomb Co., Mich.

Professor Welch's Analysis is a happy effort in the direction of practical reform; its simplicity, adaptation, and comprehensiveness, promise extensive popularity, and make it indispensable to teachers.

A. M. KEELER.

From the Michigan Christian Herald. REV. G. W. HARRIS, *Editor.*
 ANALYSIS OF THE ENGLISH SENTENCE, designed for the advanced
 classes in English Grammar. By A. S. WELCH, A. M., Princi-
 pal of Michigan State Normal School. New York: A. S.
 Barnes & Co.

The object of Professor Welch here is to contribute to a more philosophical study of the English language. He has not only, professedly, subjected the English sentence to a more philosophical analysis, but made the analysis a more important agency in the process of mental development. It also introduces important changes in the classification and nomenclature of the old grammars. We have not had time for the examination we should wish, in order to express a decided opinion of its merits; but have indicated its existence, and something of its character, for the purpose of calling to it the attention of teachers. Professor Welch is known as one of the most capable and successful instructors in the West; and his views on such a subject will at least commend themselves to the careful scrutiny of literary men.

From REV. H. H. NORTHPROP, A. M., *Regent of the University of Michigan.*

FLINT, October 31, 1855.

PROF. A. S. WELCH.

DEAR SIR:—Permit me to express my high opinion of your "Analysis of the English Sentence," a copy of which was received a few weeks since. I deem your work the most thorough, logical and complete analysis of our language yet published. No one can carefully examine it and compare it with the most popular grammars twenty years ago, without being satisfied that a great advance has been made in the study of the English language.

If I am not altogether in error, your Analysis will do much to aid the student in rapidly attaining a thorough acquaintance with his mother tongue. A study, the dread of every youth, has been made both intelligent and delightful. I trust the attention of educators, generally, will soon be turned to the excellencies of your work. Truly yours, &c.,

H. H. NORTHPROP.

From the DETROIT DAILY DEMOCRAT.

THE ENGLISH SENTENCE.—It is difficult to judge of the intrinsic and practical merits of a grammatical treatise, from a mere cursory examination, such only as we have been able to give the work now before us ; but knowing as we do the eminent success which has attended the instructions of the author, and having on one or two occasions witnessed the operation of the system here so fully explained under his own teaching, we do not hesitate to welcome this volume as a most valuable aid, both to teachers and students of that difficult science.

The above treatise, as stated in the preface, is designed to follow Clark's New English Grammar, one of the most unexceptionable now in use. It should not merely follow, but go with it, especially in every teacher's hand ; as a more full and thorough underseanding of the philosophy of language, and of the method of analysis, are absolute necessities to instructors, if they would create in the minds of their pupils a love for this hitherto unattractive study. There are some, even among experienced teachers, who doubt that grammar ever can be made a subject of interest to the young ; let such study and put in practice the analytic system, and, if possible, attend at least one session of the State Teachers' Institute, or put themselves for one term under the tuition of teachers who do understand and practice it ; they will soon see what a subject of absorbing interest even grammar may become.

This breaking in of the old nomenclature, and searching out relations understandingly, instead of repeating words by rote and blindly applying incomprehensible rules, is what has done the work wherever it has been done ; and the sooner both teachers and pupils universally lay aside the letter for the spirit of the text, the better. Mr. Welch's treatise on the Analysis of the English Sentence will go far to aid them in doing this, and we heartily commend it to the careful study of all who desire to gain a more intimate knowledge of the construction of the English language.

From the DAILY TRIBUNE.

ANALYSIS OF THE ENGLISH SENTENCE—*designed for advanced classes in English Grammar. By A. S. WELCH, A.M., Principal of Michigan State Normal School. New York, A. S. Barnes & Co.*

We have just received the above work from the publishers. We have had time to bestow only a cursory examination upon the work, and would not be enabled to express a decided opinion as to its merits. But the name of Prof. Welch is a sufficient guaranty of its excellence and adaptation to the existing wants of scholars in this branch. His reputation is established among the educators of our State, as one of the foremost among their number, so that we may with confidence recommend any work that comes from his pen.

From the GENESEE WHIG, Flint, Michigan.

ANALYSIS OF THE ENGLISH SENTENCE, BY A. S. WELCH, A.M., *Principal of Michigan State Normal School.*—This is an advanced work, designed for higher classes in Academies and Normal Schools. Prof. Welch has brought to the task he has undertaken a keen and cultivated intellect, large experience, and a full sense of the importance of establishing a more philosophical system for the study of our language. That his work will be successful, we cannot doubt. Rev. S. Seager, of the Genesee Wesleyan Seminary, N. Y., says of it: "The 'English Sentence' is now before me, and I am highly pleased with it, and shall make good use of it. It is a *model book* of its kind, and will be popular."

From the DETROIT DAILY ADVERTISER.

THE ENGLISH SENTENCE — *By A. S. WELCH, Principal of the Michigan State Normal School, at Ypsilanti. Published by A. S. Barnes & Co., New York.*

The name of this book gives a concise statement of its character. It is designed to follow Clark's Grammar, in order that the student may rid himself of the trammels of old formulas, and learn to think for himself what relations different words, clauses, and sentences sustain to each other. Such a work has long been needed,

and we are happy to announce it from the hand of one of our citizens. Mr. Welch has attained an enviable notoriety as a teacher, and knows the wants of the students so well that with but slight examination we do not hesitate to recommend his book to all teachers and students.

From the DETROIT DAILY FREE PRESS.

THE ENGLISH SENTENCE. BY A. S. WELCH, *Principal of the Michigan State Normal School*.—We have received from the Publishers, A. S. BARNES & Co., this treatise, which is designed as a continuation of Clark's New Grammar. It has received the sanction of numerous State Institutes, and has been subjected to thorough trial as a text-book in the advanced classes of our own Normal School. The philosophy of language has been but recently developed. To the student of Murray and Kirkham, no latent meaning was couched under the dry formulas and rules which they mechanically committed to memory. The more enlightened grammarians of the present day endeavor to render the systematic analysis of the English sentence a means of development. This end is attained by a more simple and just classification, and frequently by a more rational nomenclature. We are confident that this work, which is the result of the practical experiments of an accomplished philologist, will be duly appreciated by the teachers in our common schools and seminaries.

From the KALAMAZOO TELEGRAPH, Kalamazoo, Michigan.

THE ENGLISH SENTENCE. — This is the title of a work just issued from the house of A. S. Barnes & Co., New York, and written by A. S. Welch, A. M., Principal of the Michigan State Normal School. It is designed to carry the student of the English language from his elementary work up to the philosophy—the *rationale*—of the science; teach him strictly to analyze the structure of the English sentence, and once putting him in possession of the fundamental principles of our language, he can trace out for himself the superstructure, detect innovations, and recognize every modification it has undergone since the Conquest. With

this book, and perhaps as a *suggestive* field of investigation, "Diversions of Purley," the student can soon make himself master of this all-important Science and Art.

From the MICHIGAN ARGUS, Ann Arbor.

THE ENGLISH SENTENCE. — We have received a copy of the above work. From the examination which we have given it, we do not hesitate to say that it deserves, and we doubt not will *command* the attention of educators. The author, Prof. Welch, Principal of our State Normal School, has long been known not only as a critical student, but also as a successful teacher of the philosophy of the English language.

From the NEW YORK EXPRESS.

"The writer of the book before us, from his associations as a tutor and the course of his former studies in the attainment of his degrees, is presented to us in a light the most favorable for the emanation of a work on grammatical structure and analysis; add to which the consultation of and access to the best writers on the subject undertaken, and we may, with propriety, look for a useful and perfect work. We have attentively perused the volume, and were much pleased at the simplicity of style with which the various truths are set forth, in place of the antiquated nomenclature and numberless rules which in former times were found so difficult to surmount in the study of the written and spoken language of our country. Old formulas are totally banished, while the philosophy of language has been exemplified."

From REV. S. SEAGER, Principal of Genesee Wesleyan Seminary, N.Y.

"Welch's English Sentence I am highly pleased with, and shall make good use of it. It is a *model book* of its kind, and will be popular."

RECOMMENDATIONS.

KAMES'S ELEMENTS OF CRITICISM.

REVISED, WITH OMISSIONS, ADDITIONS, AND A NEW ANALYSIS,
BY PROFESSOR J. R. BOYD.

Designed for Academies, Colleges, and Private Reading.

The above work is not an abridgment of Kames, but embraces the entire work, with the exception only of those portions which every instructor and intelligent reader must regard as blemishes, or consider useless, while large additions have been made, from recent and valuable sources, to render more complete and satisfactory the incomparable treatise (as here presented) of this highly talented and justly distinguished author.

From DR. NOTT, President of Union College, N. Y.

Having recently seen a volume of "Kames's Elements of Criticism," revised, with omissions and additions, and a new analysis, it gives me pleasure to add my testimony to the merits of the volume. Though not agreeing with Kames in all the principles he assumes, or in all the arguments he adduces, his Elements are, as a whole, too well known, and too highly esteemed to need my commendation. The most valuable parts of these Elements have been preserved, and the arrangement greatly improved in this single volume of Mr. Boyd's. Much of what has been omitted could be spared without material injury, and much of what has been added is very valuable.

On the whole, I can cheerfully commend this volume to the public, and hope that the Editor may receive a deserved and liberal requital for his labors.

(Signed) ELIPH'T NOTT.

Union College, June, 1855.

From the NEW YORK EVANGELIST.

KAMES'S ELEMENTS.—Prof. Boyd, well known by his annotated editions of the standard poets, has prepared an edition of this admirable treatise on criticism, for the use of schools. The peculiarities of this edition are, that some of the long and irrelevant ex-

tracts, particularly those in foreign tongues, have been omitted, and the space supplied by quotations from other critical and rhetorical writers, bearing upon the discussed topics. The appendix, also, of the old work, has been brought forward and placed, as it should be, with the introductory matter. Other corrections are made, which adapt the work for present use, and clip off its excrescences. We have always placed a high estimate upon this work. It is more complete, philosophical and useful than any similar treatise in the language; and though somewhat verbose and grandiose, it is still worthy of a place in the school-room. Teachers who appreciate its worth will thank Prof. Boyd for the decided improvements he has made in it. (A. S. Barnes & Co.)

From the COMMERCIAL REVIEW.

This is one of the few educational works that have come down to us from the middle of the last century, still holding a high rank even amid the daring innovations of American progressiveness on the routine of college studies. The titled author of *George the Third's reign* is still engaged in refining the taste of *our* youth in respect to the beauties of art and of nature. The "*Elements*" possess so much of intrinsic merit that we are glad to see them better fitted for a class-book by the hand of the able editor of this edition. Some of the quotations, which a higher state of refinement has made objectionable, have been omitted, and a decided improvement will be observed in the arrangement, while a large amount of valuable matter has been introduced, carefully selected from modern authors on subjects treated more accurately and philosophically than was possible in Lord Kames's day.

The merits of this edition will do much to extend the usefulness of a valuable book, very extensively studied now, but deserving a still wider range.

CLARK'S GRAMMATICAL WORKS.

Clark's First Lessons in English Grammar	<i>in press.</i>
Clark's Analysis of the English Language.....	\$0 37½
Clark's New English Grammar	0 56
Clark's Etymological Chart	2 00

CLARK'S ANALYSIS OF THE ENGLISH LANGUAGE,

WITH A COMPLETE CLASSIFICATION OF

Sentences and Phrases, according to their Grammatical Structure.

In this work the Author designs to show what the Language is; to investigate the theory of "Sentence making;" to determine what are elements in a sentence, and what are not; to distinguish proximate from ultimate elements; to classify sentences according to their forms, &c.

From W. H. DEPUY, Genesee Wesleyan Seminary, N. Y.

"We are using 'Clark's Analysis' to the great *interest* and *advantage* of our classes. Several members of the Teachers' Department have introduced it as a text-book in their winter schools, and without exception give it their hearty approval."

From J. C. DONALDSON, Westfield Academy, N. Y.

"Clark's Analysis has proved itself to be all it claims—a thorough and complete analysis of the English sentence."

CLARK'S ENGLISH GRAMMAR,

REVISED AND ENLARGED EDITION,

Is one of the best works of the kind ever brought before the public. It needs only a careful examination by Teachers and those interested in educational matters, to secure its general introduction into our schools. It is the text-book recommended by the State Superintendents of Michigan, Illinois and Missouri. Those who have used the former editions of this work should take the earliest opportunity to examine the revised edition.

SCIENCE OF THE ENGLISH LANGUAGE, BY S. W. CLARK, *Principal of Homer Academy.*

We cannot better set forth the merits of this work than by quoting a part of a communication from Professor F. S. JEWELL, of the NEW YORK STATE NORMAL SCHOOL, in which school this Grammar is now used as the text-book on this subject :

" Clark's system of Grammar is worthy of the marked attention of the friends of education. Its points of excellence are of the most decided character, and will not soon be surpassed. Among them are :

" 1st. The justness of its ground principle of classification. There is no simple, philosophical, and *practical* classification of the elements of language, other than that built on their *use or office*. Our tendencies hitherto to follow the analogies of the classical languages, and classify extensively according to forms, have been mischievous and absurd. It is time we corrected them.

" 2d. Its thorough and yet simple and transparent analysis of the elements of the language according to its ground principle. Without such an analysis no broad and comprehensive view of the structure and power of the language can be attained. The absence of this analysis has hitherto precipitated the study of Grammar upon a surface of dry details and bare authorities, and useless technicalities.

" 3d. Its happy method of illustrating the relations of elements by diagrams. These, however uncouth they may appear to the novice, are really simple and philosophical. Of their utility there can be no question. It is supported by the usage of other sciences, and has been demonstrated by experience in this.

" 4th. The tendency of the system, when rightly taught and faithfully carried out, to cultivate habits of nice discrimination and close reasoning, together with skill in illustrating truth. In this it is not excelled by any, unless it be the mathematical sciences, and even there it has this advantage, that it deals with elements more within the present grasp of the intellect. On this point I speak advisedly.

" 5th. The system is thoroughly progressive and practical, and

as such American in its character. It does not adhere to old usages, merely because they are venerably musty; and yet it does not discard things merely because they are old, or are in unimportant minutiae not prudishly perfect. It does not overlook details and technicalities, nor does it allow them to interfere with plain philosophy or practical utility.

"Let any clear-headed, independent-minded teacher master the system, and then give it a fair trial, and there will be no doubt as to his testimony."

Of the revised edition, Professor Jewell remarks:

NEW YORK STATE NORMAL SCHOOL, }
ALBANY, May 9, 1855. }

"I have carefully examined the *revised edition* of Clark's Grammar. No comparison can be instituted between it and the preceding one. It is infinitely superior in every respect. I have no hesitation in recommending it."

CLARK'S ETYMOLOGICAL CHART.

It is 44 inches in diameter, mounted, and can be suspended to the wall, around which the reciting class may be gathered, each pupil having his attention directed to the same thing at the same time. This Chart presents at one view the entire Etymology of the English Language. It is useful in reviews and Etymological parsing.

A host of teachers have expressed their preference for Clark's system of English Grammar, and his method of teaching this important branch of study by the use of diagrams

BROOKFIELD'S FIRST BOOK IN COMPOSITION,

ON AN ENTIRE NEW PLAN.

This little work is an attempt to furnish a text-book in this department, adapted to the wants of beginners. Subjects have been selected upon which the thoughts of all children exercise themselves spontaneously; and an outline of each given in the form of

a series of questions. This form has been chosen upon the principle that, in answering a question, the mind is forced to take an attitude of the highest activity. It also possesses the advantage of leading the child to express his thoughts in writing in the same manner as in conversation. It is hoped that the above work may save many hours of fruitless effort to the child, and that what is generally considered an unpleasant *task*, may be rendered a pleasing and profitable exercise.

From the BOSTON TRAVELLER.

FIRST BOOK IN COMPOSITION.—We like the idea on which this little book is founded, and that the very simplest lessons only in the construction of sentences should at first be presented to a pupil in commencing his studies of composition. The old method of laying before school-boys essays and argumentative discourses fit only for the maturest reason, reverses the natural order of things; and thus what might at all times be a delightful and profitable study for youth is rendered distasteful. The evil arises from ignoring the great truth that *style* should rather be cultivated than inculcated—and that it is something which should “grow with the growth and strengthen with the strength,” as one after another the faculties become developed and duly balanced.

From the NEW YORK TIMES.

This little book ought to be in every School of the city. No more original, simple, and yet philosophical school-book for children has appeared for years. In the most childlike mode, it teaches the principles which really should govern all style; first to lead the mind to observe, and then to give *its own names* to its own objects of thought. Not, for instance, to call a brook “purling,” or the grass “vernal,” or a flower “lovely,” merely because the books do, but to give each the name which the child would naturally fix upon it; going on the principle “that style is something which must grow with the growth, and strengthen with the strength”—a natural out-growth of the mind. The plan in this treatise, is first to present simple subjects, in which all chil-

dren are interested, then on each one to call out their thoughts by questions. These subjects are generally connected with natural scenes, as one of the author's objects is "to lead the child to look upon Nature with something of an artist's eye." The whole is exceedingly ingeniously and interestingly done: and the purpose of the book cannot be better stated than in the author's own words, "to lead the child to Nature, as to an ever-living source of Thought; to awaken and cultivate his Perceptions; to teach him to express those perceptions, not in the style of a Scott or an Irving, but in his own simple and often beautiful language."

From the NEW YORK INDEPENDENT.

It cultivates his observing faculties, and leads them up step by step from the simplest objects which the child deals with, to the more fine and beautiful features of nature. The writer's object is to lead the child, so far as he is capable, "to look upon the varied scenes of nature with something of an artist's eye." We believe such a system is equally adapted to all ages. To make people *put their own words to their own definite thoughts*, that is the secret of it; and in this book, to set the child thinking first, by making him observe.

From P. ROUGET, Principal of Public School No. 10.

BROOKLYN, Oct. 2d, 1855.

The author evidently understands the difficulties under which the tyro in composition labors; and by a judicious selection of subjects, and a happy treatment of these subjects by means of a few leading questions, draws forth the youthful mind, and teaches it to think methodically and arrange the expression of its thoughts. He does not write out a subject, and omit here and there a few words which the scholar is to supply; nor does he merely state the subject and leave the pupil to compose thereon; but adopts the true course which lies between the two. This little manual must prove very useful in this important branch of education, and I hope it will soon be adopted by the Brooklyn Board of Education. I cannot speak too highly of its merits and its adaptation to the wants of our schools.





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